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UNIVERSITY

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Prepared by University
Analysis, Reporting
& Assessment

FACT BOOK

2008-2009

“ It is what we think
we know already
that often prevents us
from learning.”

— Claude Bernard, French Psychologist 1813-78

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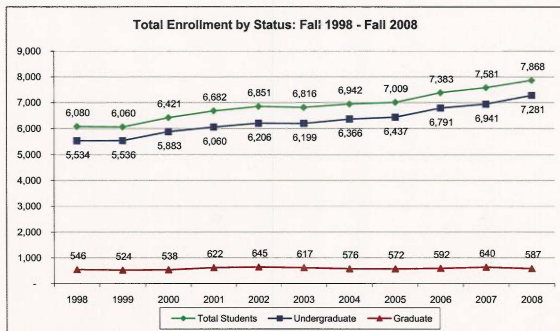
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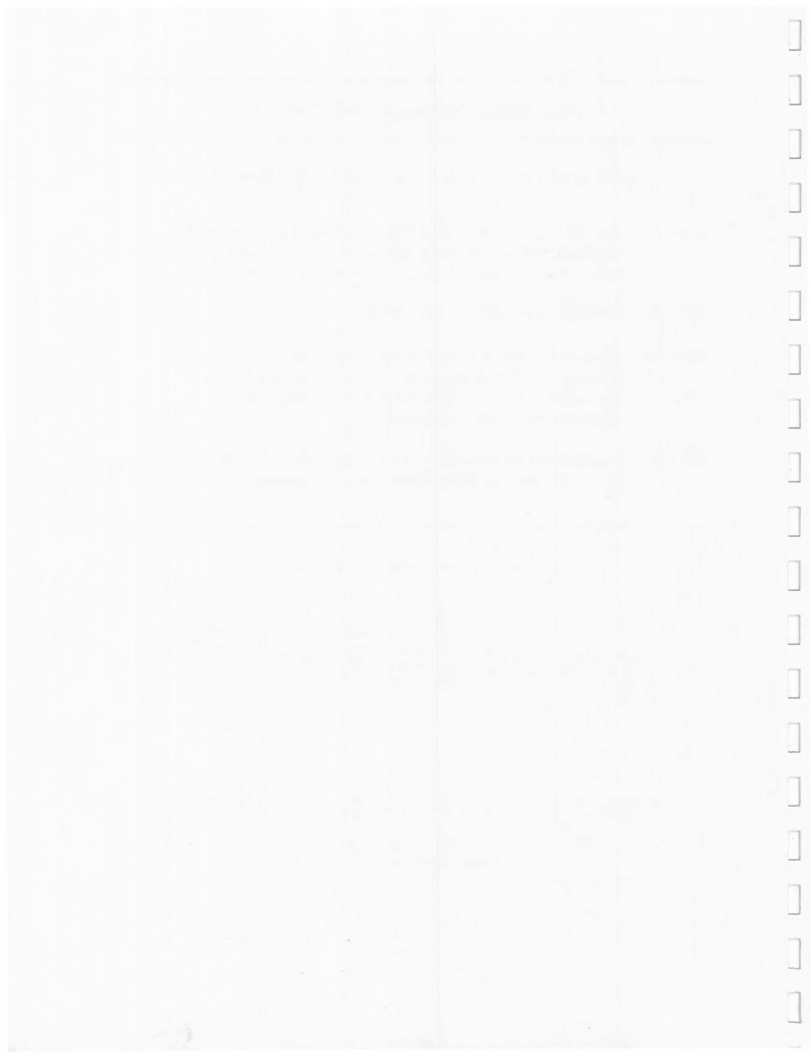
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Institutional Planning and Mission

Salisbury University Strategic Goals for AY 2009 - 2013

- Goal I:** Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, knowledge-based economy.
- Goal II:** Continue to attract and retain quality students.
- Goal III:** Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small school feel" and strong student/faculty/staff interactions.
- Goal IV:** Continue to build resources - human, financial, physical, and external - that support student academic and engagement needs.
-







Salisbury University Profile FALL 2008

Founding Date: 1925 **Location:** Wicomico County, Maryland

8th President: Janet E. Dudley-Eshbach, Ph.D.
(Appointed July 1, 2000)

Carnegie Classification: Master's I. (Larger Programs)

Accreditations & Societies:

American Chemical Society Committee on Professional Training (ACS-CPT)
The Association to Advance Collegiate Schools of Business (AACSB-International)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education (CSWE)
Middle States Commission on Higher Education (MSACHE) – Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association of Schools of Music (NASM)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)

Total Headcount Enrollment:

7,868	Total
3.8%	increase from Fall 2007 (+287)
15.4%	increase from Fall 2003 (+1,052)
29.4%	increase from Fall 1998 (+1,788)

Headcount Demographics:

	Undergraduate	Graduate	Total
Total Enrollment	7,281	587	7,868
Full-Time Enrollment	6,662	242	6,904
Part-Time Enrollment	619	345	964
% Female	55%	71%	56%
% Male	45%	29%	44%
Minority Race/Ethnicity			
African-American	11.7%	8.5%	11.5%
American Indian	0.5%	0.5%	0.5%
Asian/Pacific Islander	2.8%	1.0%	2.6%
Hispanic	2.7%	1.2%	2.5%
Nonresident Alien	0.6%	2.9%	0.8%
Total Minority & Nonresident Alien	18.3%	14.1%	17.9%
% In-State	86.1%	86.9%	86.1%
% Out-of-State	13.3%	10.2%	13.1%
% Nonresident Alien/Other	0.6%	2.9%	0.8%
Countries Represented	58	16	62
States/ Territories Represented	30	12	31

% F/T = 87.7%

% UG F/T of all UG = 91.5%

% UG = 92.5%

Student/Faculty Ratio: 16.3 (FTES/FTFE)

Average credit hours per undergraduate student:	14.46 (All)	15.19 (F/T)	6.56 (P/T)
Average credit hours per graduate student:	6.91 (All)	10.93 (F/T)	4.10 (P/T)
Lecture courses w/ < 20 students: 26%	Lecture courses w/ 20-40 students: 68%		
Lecture courses w/ > 40 students: 6%	Average class size: 26		
2,114 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 42 (offering the B.A., B.S., B.A.S.W., B.F.A.)

Accounting	Economics	Health Education	Physical Education
Art	Elementary Education	History	Physics
Athletic Training	English	Information Systems	Political Science
Biology	Environmental Health Science*	Interdisciplinary Studies	Psychology
Business Administration	Environmental Issues	International Studies	Respiratory Therapy
Chemistry	ESOL	Management	Social Work
CLS/Medical Technology	Exercise Science	Marketing	Sociology
Communication Arts	Finance	Mathematics	Spanish
Computer Science	Fine Arts	Music	Theatre
Conflict Analysis & Dispute Resolution	French	Nursing	
Early Childhood Education	Geography	Philosophy	

*Temporarily suspended

Graduate Programs: 13

Applied Health Physiology (M.S.)	Mathematics Education (M.S.)
Business Administration (M.B.A.)	Nursing (M.S.)
Conflict Analysis & Dispute Resolution (M.A.)	Public School Administration (M.Ed.)
Education (M.Ed.)	Reading Specialist (M.Ed.)
English (M.A.)	Social Work (M.S.W.)
Geographic Information Systems (M.S.)	Teaching (M.A.T.)
History (M.A.)	

Post-Baccalaureate/Masters Certificates: 5

Family Nurse Practitioner (Non-Degree)	Teaching and Learning with Technology
Health Care Management	Teaching English to Speakers of Other Languages (TESOL)
Mathematics for Middle School Teachers	

Enrollment in Most Popular Undergraduate Majors:

572 (8.1%)	Business Administration	448 (6.4%)	Elementary Education
513 (7.3%)	Biology	369 (5.3%)	Psychology
501 (7.1%)	Communication Arts	282 (4.0%)	Accounting
453 (6.4%)	Nursing	263 (3.7%)	Marketing

Degrees Conferred AY 2007-08: **1,553** Bachelors,
222 Masters**Resident Population on Campus: 1,750** (24% of full-time undergraduates)**National & International Honor Societies: 23****Student Age: Average Age of all students = 22.0**

Average Age of all undergraduates = 21.2	Average Age of all graduate students = 31.5
91.9% of all undergraduates are age 24 and younger	12.8% of the total student body is age 25 and older

Freshman to Sophomore Retention Rate: 82.8% Includes FT and PT students**IPEDS Completion Rates:**

2002 Cohort	4-y	ear: <u>45.9%</u>	5-year: <u>64.8%</u>	6-year: <u>68.9%</u>
2001 Cohort	4-y	ear: <u>45.4%</u>	5-year: <u>64.7%</u>	6-year: <u>67.9%</u>
2000 Cohort	4-y	ear: <u>52.0%</u>	5-year: <u>67.1%</u>	6-year: <u>70.0%</u>

Undergraduate Tuition & Fees AY 2008-09

Annual In-State	\$ 6,492
Annual Out-of-State	\$14,794

Freshman Admissions: Fall 2008

7,275 applied	3,856 accepted	1,199 enrolled
	53% acceptance rate	31% enrollment yield

Financial Aid Recipients for FY 2008

5,084 UG recipients	\$45,089,985
393 Graduate recipients	\$ 3,174,868

Fall 2008 Comparison of SAT Scores by Percentile for SU, Maryland, and the USA

	Salisbury University			Maryland ¹			USA ¹		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
Mean	557	569	1,126	499	502	1,001	502	515	1,017
25 th	520	520	1,040	420	410	830	420	430	850
50 th	550	570	1,120	500	500	1,000	500	510	1,010
75 th	600	610	1,210	580	590	1,170	580	590	1,170

¹Source: College Board

Faculty Data:

Full-Time*	379
Tenured/Tenure Track	304
Average length of service (years)	11.0
% with Terminal Degree	94%
% with Ph.D.	90%
Full-Time Non Tenure Track	75
% with Terminal Degree	37%
% with Ph.D.	21%
Part-Time Non Tenure Track	276
Total Faculty	
Female	354
Male	301

* Terminal degrees representing 141 institutions of higher education in 44 states, the District of Columbia, and 3 foreign countries.

Grants and Sponsored Research Awards:

Fiscal Year	Awards
1999	\$2,370,532
2000	\$3,222,511
2001	\$5,065,542
2002	\$5,358,870
2003	\$4,474,367
2004	\$4,730,622
2005	\$3,533,527
2006	\$3,846,811
2007	\$3,686,936
2008	\$3,621,243

Source: Office of University Research Services

Private Support

Fiscal Year	Donations & Revenue	Disbursements And Expenses	Gross Assets
1999	\$6,858,211	\$2,719,064	\$32,534,437
2000	\$6,221,199	\$2,959,897	\$36,399,079
2001	\$1,993,754	\$3,512,711	\$32,845,071
2002	\$ 152,099	\$3,464,098	\$28,589,028
2003	\$4,116,404	\$3,428,412	\$29,044,428
2004	\$5,979,770	\$3,419,673	\$31,530,096
2005	\$4,196,983	\$3,068,586	\$32,456,240
2006	\$14,952,910	\$3,453,573	\$44,376,137
2007	\$9,878,431	\$3,974,899	\$52,724,083
2008	\$616,412	\$5,092,309	\$46,247,983

Source: SU Foundation, Inc.

Operating Budget: FY 2008 Actual	\$120,715,998	Physical Plant: 152.4 acres
Projected Budget: FY 2009	\$133,800,671	51 Buildings, including 10 Residence Halls
		Total Gross Square Feet: 1,585,420
Source: Office of Administration & Finance		Source: Facilities
Blackwell Library: 269,426 bound volumes; 248,446 government documents; 752,217 microforms; 1,216 audiovisual items; 1,241 current periodical subscriptions, special collections of maps, art prints, etc. (2008 data)		

Summary of Student Characteristics: Fall 2008

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	6,062	619	7,281	92.5%
Graduate	242	345	587	7.5%
Total	6,904	964	7,868	100%
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	3,004	262	3,266	44.9%
Undergraduate Females	3,058	357	4,015	55.1%
Subtotal Undergraduates	6,662	619	7,281	100%
Graduate Males	74	96	170	29.0%
Graduate Females	168	249	417	71.0%
Subtotal Graduates	242	345	587	100%
Total Males	3,078	358	3,436	43.7%
Total Females	3,826	606	4,432	56.3%
Total Enrollment	6,904	964	7,868	100%
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	115	-	115	9.6%
White	995	-	995	83.3%
Other	81	-	81	6.8%
Nonresident Alien (NRA)	3	-	3	0.3%
Unknown	5	-	5	-
*Subtotal First-time Freshmen	1,199	-	1,199	100%
Undergraduate African-American	709	132	841	11.7%
Undergraduate White	5,461	416	5,877	81.7%
Undergraduate Other	382	43	425	5.9%
Undergraduate Nonresident Alien (NRA)	44	3	47	0.7%
Undergraduate Unknown	66	25	91	-
*Subtotal Undergraduate	6,662	619	7,281	100%
Graduate African-American	29	20	49	8.5%
Graduate White	186	310	496	85.8%
Graduate Other	8	8	16	2.8%
Graduate Nonresident Alien (NRA)	16	1	17	2.9%
Graduate Unknown	3	6	9	-
*Subtotal Graduates	242	345	587	100%
Total African-American	738	152	890	11.5%
Total White	5,647	726	6,373	82.0%
Total Other	390	51	441	5.7%
Total Nonresident Alien	60	4	64	0.8%
Total Unknown	69	31	100	-
*TOTAL ENROLLMENT	6,904	964	7,868	100%
*Percentages are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	6,329	362	6,691	91.9%
Undergraduate 25 & over	333	257	590	8.1%
Subtotal Undergraduates	6,662	619	7,281	100%
Graduates 24 & under	120	48	168	28.5%
Graduates 25 & over	122	297	419	71.4%
Subtotal Graduates	242	345	587	100%
Total 24 & under	6,449	410	6,859	87.2%
Total 25 & over	455	554	1,009	12.8%
Total Enrollment	6,904	964	7,868	100%
RESIDENCE (of Origin)	TOTAL		% of Total	
Total Undergraduates				
Eastern Shore, MD	2,025		27.8%	
Western Shore, MD	4,241		58.2%	
Out-of-State	967		13.3%	
International students, int'l address	47		0.6%	
Permanent resident visa students, int'l address	1		-	
Subtotal	7,281		100%	
Total Enrollment				
Eastern Shore, MD	2,430		30.9%	
Western Shore, MD	4,346		55.2%	
Out-of-State	1,027		13.1%	
International students, int'l address	64		0.8%	
Permanent resident visa students, int'l address	-		-	
US students, int'l address	1		-	
TOTAL	7,868		100%	

History of the University

Committed to advancing the quality of its teachers, in 1922 the state of Maryland sought a suitable location for a two-year state normal school, the first to be built east of the Chesapeake Bay. The city of Salisbury, located at the intersection of the area's chief north-south and east-west travel routes, was a natural choice, not only for its role as "Crossroads of the Delmarva Peninsula," but as the area's economic and residential center and its largest municipality. By September 1925, Salisbury University began its many-named life, first as the *Maryland State Normal School at Salisbury*. For six years, a two-year training program for elementary teachers remained its sole academic offering. In 1931, a third-year course was added, and in 1934 the institution—now renamed the *State Teachers College at Salisbury*—became a four-year college offering a Bachelor of Science degree. In 1947, certification for junior-high teachers and in 1960 senior-high training complemented the elementary program.

The liberal arts and sciences, beginning in 1960 with the creation of a Bachelor of Arts course of study and additional Bachelor of Science degree programs, assumed a central place in the school's curriculum. In 1962, a Master of Education degree heralded the University's first entrance into graduate education. Less frequently cited, a more significant change also began in the early 1960s—enrollment of Salisbury's first African-American students.

The Maryland legislature in 1963 voted to rename the State's five teachers' colleges, dropping the word "teachers" from their names and bringing them under a central governance board. The institution's name was subsequently changed (for the third time) to *Salisbury State College*. The creation of a single Board of Trustees for these state colleges brought new statewide resources but an end to some of Salisbury's campus self-determination and governance. On balance, these changes reflected a new statewide commitment to the liberal arts and sciences and greater statewide direction to Maryland public higher education.

Over the next forty years professional

programs in business, social work, medical technology, respiratory therapy, and nursing brought Salisbury's total undergraduate programs to its current level of forty-one. Several graduate programs in the liberal arts joined education's advanced degrees—Master of Arts in History (1971), Master of Arts in English (1974), and Master of Arts in Psychology (1975; discontinued 2000). Additional professional graduate degrees—a Master of Business Administration (1982) and a Master of Nursing (1986)—soon rounded out an institutional graduate curriculum. Recent graduate degree additions bring the total to thirteen (plus five advanced certificates): Master of Arts in Teaching, Master of Education in Public School Administration, Master of Science in Applied Health Physiology (2000), Master of Social Work (2001), a Master of Education Reading Specialist, and Master of Science in Math Education (2003), and in 2006 a Master of Science in Geographic Information Systems and Public Administration and a Master of Arts in Conflict Analysis and Dispute Resolution.

Throughout the University's history, graduate programs have remained small in size—fewer than 10% of collective overall enrollment. Since 1960, quality undergraduate education in the liberal arts and sciences and a range of professional programs has been the overwhelmingly dominant aspect of the University's programmatic life.

By state legislative action in 1988, Maryland's five state teachers' colleges joined the University of Maryland System (later renamed the University System of Maryland), with a single state Board of Regents as the governing body for eleven degree-granting institutions and two research institutes ranging widely in size and historic purpose. A fourth and then a fifth name change followed, with respective Board of Regents' approval, to recognize Salisbury's increased status as a university, first as *Salisbury State University* (1988) and then its fifth and current identity, *Salisbury University* (2001).

University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a fall 2008 headcount enrollment of 7,868 students and 7,355 FTES (Full-time Equivalent Students). The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland—that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west, the Atlantic Ocean on the east, the State of Delaware to the north and to the east, and the State of Virginia's Eastern Shore to the south.

First explored by Captain John Smith, the Shore retains much of its historic charm and natural beauty. Because of its miles of shoreline, many rivers, and proximity to major urban centers, the Eastern Shore has become known for its recreational appeal and, increasingly, its economic diversity. Tourism and both recreational and commercial fishing are major regional industries. Agriculture has continued as a vital source of livelihood and commerce since European settlers first arrived in the early 1600's, while an increasing number of high-technology industries, including the Mid-Atlantic Regional Spaceport, promise new and ever more opportunities.

The Atlantic beaches, relatively mild winters, and leisurely lifestyle attract summer vacationers and, in recent times, an influx of retirees, many of whom are natives of northern states relocating their permanent residence. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning (December 2008), the 2005 nine county population of the Eastern Shore was 423,300. This figure represents a 43% increase from the 1980 census (296,620) and 23% from the 1990 census (343,769). The Eastern Shore population is projected to increase by approximately 7.1% between 2005 and 2010, then by 7.9% between 2010 and 2015. Population growth is expected beyond 2015, but at a declining rate.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city and 8th largest in the state with a municipal population of 26,295. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury-Ocean City/Wicomico Regional Airport is also the state's second largest after Baltimore-Washington International. Manufacturing

and processing industries employ the largest number of residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore remains largely rural. The 2005 population of Wicomico County was 90,000, an increase of 21% from 1990 and 39% from 1980.

Along with its importance as an economic center, Salisbury offers many social and cultural opportunities. Its newspapers, television and radio stations, movie theaters, stores, businesses and industries, museums, libraries, civic center, cultural programs, houses of worship, public and private schools, community college, and university all contribute to an on-going vitality and significance in the life of the Eastern Shore and Maryland.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings in lectures, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. Numerous University-sponsored cultural events are open to the community, most at no cost. A recent economic impact study announced that the University brings some \$350 million annually to the Lower Eastern Shore economy and generates the equivalent of 3,000 local jobs.

The University presents a nationally distinctive case in which all four schools have been endowed: the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts, the Franklin P. Perdue School of Business, and the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. Other University endowments have established the Nabb Research Center for Delmarva History and Culture, the Bobbi Biron Theatre Program, and the Thomas E. Bellavance Honors Program. Other large donations generated and support The Center for Conflict Resolution, the Salisbury Symphony, and the Institute for Public Affairs and Civic Engagement, among others. Each plays a critical role in responding to the educational, economic, cultural, and social needs of the region.

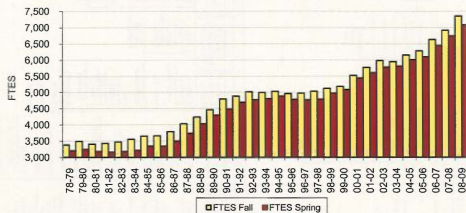
Table 1:

Headcount and FTES Enrollments
Academic Years 1978-79 through 2008-09

Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		Annual FTES*
		Fall	Spring	Fall	Spring	
78-79	688	4,361	4,081	3,382	3,204	3,293
79-80	654	4,427	4,040	3,491	3,245	3,368
80-81	622	4,318	3,971	3,410	3,179	3,295
81-82	N/A	4,349	3,995	3,426	3,161	3,294
82-83	659	4,341	3,967	3,475	3,177	3,326
83-84	721	4,488	4,029	3,557	3,217	3,387
84-85	811	4,485	4,178	3,652	3,349	3,501
85-86	711	4,507	4,163	3,661	3,345	3,503
86-87	685	4,708	4,442	3,790	3,500	3,645
87-88	803	4,960	4,692	4,032	3,737	3,885
88-89	855	5,260	5,044	4,241	4,035	4,138
89-90	773	5,447	5,263	4,467	4,300	4,384
90-91	659	5,734	5,398	4,794	4,487	4,641
91-92	711	5,884	5,669	4,883	4,693	4,788
92-93	634	6,022	5,719	5,017	4,775	4,896
93-94	726	5,958	5,749	4,995	4,806	4,901
94-95	680	6,048	5,909	5,031	4,881	4,956
95-96	650	6,010	5,763	4,962	4,788	4,875
96-97	685	5,947	5,775	4,976	4,768	4,872
97-98	874	6,022	5,711	5,035	4,792	4,914
98-99	928	6,080	5,887	5,122	4,976	5,049
99-00	856	6,060	5,926	5,181	5,085	5,133
00-01	930	6,421	6,244	5,519	5,445	5,482
01-02	941	6,682	6,434	5,768	5,609	5,689
02-03	899	6,851	6,613	5,985	5,778	5,882
03-04	946	6,816	6,598	5,950	5,809	5,880
04-05	986	6,942	6,677	6,150	6,006	6,078
05-06	958	7,009	6,786	6,277	6,100	6,188
06-07	1,028	7,383	7,182	6,631	6,444	6,538
07-08	1,143	7,581	7,451	6,917	6,741	6,829
08-09	1,199	7,868	7,615	7,355	7,083	7,219

*Average of fall and spring semester FTES (Full-Time Equivalent Students) Source: Enrollment Files

Figure 1: FTES Enrollment: Academic Years 1978-79 through 2008-09



Salisbury University Foundation Inc.

Board Members

December 2008

Richard A. Givens II

2002
Retired
Chair

Deborah L. Abbott

1996
The Bank of Delmarva

Charles T. Capute, Esq.

2004
Charles T. Capute, LLC

Doug Church

2008
TechSolutions

Robert A. Coker, D.O.

2007
Peninsula Regional Medical
Center

Bruce W. Cort

1994
Cort & Associates, Inc.

The Hon. D. Page Elmore

1999
Maryland State Delegate

Charles C. Emery

2002
Public Radio Committee Chair

Ellen I. Fretterd

1990
Community Activist

Michael S. Guerrieri

1998
Guerrieri Venture Partnership

Edward E. Henry, Jr.

2002
Retired

W. Richard Holloway

2008
Retired

Peter E. Jackson, Ph.D.

2005
Chesapeake Bay Farm

Melissa R. Judkins

2006
Community Volunteer

C. Frederick Lankford

1998
Lankford-Sysco
Food Services, Inc.

Ann Showell Mariner

1993
Castle in the Sand Motel

Anne Hallowell Miller

1998
Hallowell Foundation

David W. Moore, Esq.

2006
David W. Moore, P.A.

Robert L. Moore, CPA

2006
Moore & Company, PA

John E. Moseman

2002
WelGard

Kevin E. Myers, CPA

2006
Trice Geary & Myers, LLC

Kathryn C.

Washburn Niskanen
1998
Department of the Interior

Steven S. Pappas

2006
The Green Turtle
Blue Ox Steakhouse

James A. Perdue

2003
Perdue Farms, Inc.

John P. Proctor, Esq.

2007
Emeriti-Winston & Strawn, LLP

Emilie Wood Robinson

2000
Retired

Peter A. Roskovich

2005
Adams The Place for Ribs
Black Diamond Catering

J. Michael Scarborough

1998
The Scarborough Group

Marilyn A. Seidel

2000
Retired

Irving J. Shen, D.D.S.

1996
Dentist – Private Practice

Edward M. Thomas

1999
The Bank of Delmarva

Rosemary M. Thomas, Ed.D.

2003
SU Foundation, Inc.
Executive Director

Leland B. Trice

2006
Trice Valuation Services, LLC

Board of Directors Emeritus

Klein G. Leister
Marshall W. Moore
Dick Young

**USM Board of Regents
2008-2009 Members
December 2008**

Clifford M. Kendall
Baltimore County
Appointed March 99
Chairman

Orlan M. Johnson
Prince George's County
Appointed July 2002
Vice Chairman

Patricia S. Florestano
Anne Arundel County
Appointed March 2001
Treasurer

Barry P. Gossett
Anne Arundel County
Appointed February 2007
Assistant Treasurer

R. Michael Gill
Baltimore County
Appointed July 2004
Secretary

The Hon. C. Thomas McMillen
Howard County
Appointed February 2007
Assistant Secretary

Norman R. Augustine
Montgomery County
Appointed July 2008

Alicia Coro Hoffman
Dorchester County
Appointed November 2005

The Hon. Francis X. Kelly, Jr.
Baltimore County
Appointed July 2005

The Hon. Marvin Mandel
Anne Arundel County
Appointed July 2003

Joshua L. Michael
*Student Regent**
Appointed July 2008

David H. Nevins
Baltimore County
Appointed July 1999

A. Dwight Pettit, Esq.
Baltimore City
Appointed August 2003

Dr. Frank M. Reid, III
Baltimore County
Appointed July 2008

The Hon. Roger L. Richardson
Ex officio
Worcester County
Appointed February 2007

James L. Shea
Baltimore County
Appointed February 2007

Thomas G. Slater, Esq.
Frederick County
Appointed July 2007

Source: USM Board of Regents, Board
of Regents 2008-2009 Members

Salisbury University
Mission and Values
Strategic Plan 2009-2013

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world. Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being. The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

VALUES

The core values of Salisbury University are:

- excellence
- student-centeredness
- learning
- community
- civic engagement
- diversity

We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as way of highlighting the University's values and expectations for our students.

IMPLEMENTATION PROCESS

This strategic plan articulates goals that will ensure that Salisbury University continues to build upon its strong academic programs, attract and retain quality students, keep and enhance our small school feel and strong faculty-student-staff engagement, and identify and increase the resources available to address priority needs. The chart that follows identifies lead responsibility assignments for each goal and the stakeholders that must be part of the implementation planning moving forward. Leaders in each area will assemble representatives from these stakeholder groups to begin to develop an implementation plan and timeline in each area. Progress reports from each group will be required by June 30, 2009, with a goal of completing all implementation planning no later than December 31, 2009. Those steps which can be implemented immediately (and simultaneously with planning for longer-term implementation steps) should be identified and moved forward.

GOAL 1

Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, knowledge-based economy.

- 1.1* Evaluate and modify as necessary our current General Education and majors' curricula to ensure the variety of academic programs that best prepares an increasingly diverse student body for 21st century employment.
- 1.2* Maximize students' competency in an information-based economy, ensuring their understanding and use of information resources and information technologies.
- 1.3* Strengthen and expand graduate program offerings in response to student, State, and regional needs.
- 1.4* Recruit, develop, and retain a faculty of teacher-scholar-citizens who provide a personal and integrated educational experience in the best liberal arts tradition while preparing students for work in an increasingly knowledge-based economy.
- 1.5* In recognition of the increasing growth of science and technology employment in our State and region, as well as the expressed priorities of the University System of Maryland, build science and related STEM programming to increase the number of students that graduate in these areas.
- 1.6* Provide the charge and leadership to the Academic Long-Range Planning Committee to develop a system for analyzing existing academic programs and planning for new programs that will achieve the recommendations identified above.
- 1.7* Increase support to professional programs to enable those to continually meet accreditation requirements while developing the resources, partnerships, and professional program relationships that are required to build the relevance and excellence of these programs.
- 1.8* Create additional distance learning programs in appropriate areas of study that will serve a new market of students as well as address sustainability goals and facility limitations on campus.
- 1.9* Continue to build upon the strengths of the Bellavance Honors Program to attract and retain well-qualified students.

- 1.10** Under the direction of the Provost, UARA should work with appropriate governance bodies and committees to implement the goals of the UARA five-year plan and improve assessment efforts of General Education and academic majors programs across campus.
- 1.11** Increase international students and faculty on the SU campus and study abroad opportunities overseas.

GOAL 2

Continue to attract and retain quality students.

- 2.1** Implement the Strategic Enrollment Plan to ensure that SU retains and increases its market share of undergraduate students and graduate students.
- 2.2** Continue to retain and address the needs of students by creating systems that will close the achievement gap and build engagement of students in their field of learning and in the campus community.

GOAL 3

Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU “small school feel” and strong student/faculty/staff interactions.

- 3.1** Build stronger first-year engagement, beginning with students prior to their entering the University.
- 3.2** Continue to build opportunities that encourage positive peer and social engagement among students.
- 3.3** Build living-learning environments within on-campus housing.
- 3.4** Improve the physical environment and operations to support student engagement.
- 3.5** Continue to build an inclusive campus environment.
- 3.6** Increase classroom engagement.
- 3.7** Build external support for student engagement.
- 3.8** Continue to promote diversity on our campus in order to strengthen our appeal, relevance, and support among the next generation of high school graduates and to better prepare SU students for their future in a diverse society.

GOAL 4

Continue to build the resources – human, financial, physical, and external – that support student academic and engagement needs.

- 4.1** Seek increases in State appropriations and tuition revenue to provide more adequate support to meet the needs of SU’s student body, academic programs, and overall operations.
- 4.2** Continue to build and renew facilities to provide a physical environment that meets the academic, recreational, and residence needs of the University’s student body.

- 4.3 Implement the sustainability goals of the Facilities Master Plan and the President's Climate Commitment and continue to give major focus to identifying and implementing sustainability initiatives over the coming years.
- 4.4 Develop a five-year HR plan which addresses the need to continue working toward raising faculty salaries, completing an exempt staff salary study, and identifying goals and a timetable for taking systematic steps to improve salaries of exempt staff, while addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff.
- 4.5 Continue to build community relations and relationships with neighbors and businesses that are mutually beneficial.

SALISBURY UNIVERSITY

2008 Institutional Performance Accountability Report to the Maryland Higher Education Commission

Submitted September 2008

Prepared by the Office of University Analysis, Reporting, & Assessment

PROGRAM DESCRIPTION

Salisbury University (SU) serves the State of Maryland by providing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs.

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

INSTITUTIONAL ASSESSMENT

Overview

The 2007-08 academic year for Salisbury University (SU) has been a year of multi-faceted growth for the institution. Freshmen applications and enrollment increased by more than 11% this year. The university enrolled 1,150 first-time freshmen, an increase of 117 over the 2006-2007 first-time freshmen enrollment. With this came a more diverse first-time freshmen cohort than the previous year, including larger percentages of students classified as American Indian or Asian/Pacific Islander. Additionally, the institution admitted its first pilot cohort of test-optional (i.e., SAT and ACT) students, marking another area of growth within the institution. SU has expanded its admission philosophy to more holistically evaluate applicants using a range of criteria. Preliminary results revealed that the students admitted under the test-optional pilot performed similarly to their test submitted peers. A final significant addition to SU's campus is the new Teacher Education and Technology Center. This new facility will provide state-of-the-art classrooms, labs, and studios allowing SU to advance teaching and learning.

SU is also expanded its reach by offering degree programs at other Maryland campuses. For instance, students can earn a Bachelor of Arts in Social Work (BSW), Master of Social Work (MSW), Master of Elementary Education, or Master of Middle/Secondary Education from SU through the Eastern Shore Higher Education Center (ESHEC) located at Chesapeake College. SU students can also earn a BSW or MSW from the University System of Maryland at Hagerstown (USMH) or Cecil College. Additionally, SU recently received MHEC approval to offer its renowned Master of Business Administration (MBA) program at ESHEC and will be accepting applications in fall 2008. Also beginning in 2008, SU will offer its nationally accredited Bachelor of Science program in respiratory therapy at the Universities at Shady Grove (USG). The successful expansion of SU's student body, physical campus, admission policy, and program offerings are all signs that the university flourished in 2007-08. Accompanying this growth, 2008 has been a year in which SU has garnered much national recognition of its reputation as an exceptional comprehensive university.

- *U.S. News & World Report* again selected SU as one of America's top 10 public comprehensive universities in the North. This is the 11th consecutive year that the university has earned this honor.
- For the 9th consecutive year, SU was designated by *The Princeton Review* as one of "The Best 366 Colleges" in the U.S.
- *Kaplan Newsweek* named SU as one of "America's 371 Most Interesting Schools" for the 4th year in a row.
- *Kiplinger's Personal Finance* magazine named SU as one of the top "100 Best Values in Public Colleges."
- *Selection site for the 22nd National Conference on Undergraduate Research (NCUR, the second time in a decade that SU has been bestowed this honor*

Accountability Goals, Objectives, and Performance Measures

Currently, the Key Goals and Objectives identified in the "Managing for Results" (MFR)

document compliment SU's 2004-2008 Strategic Plan Goals and Objectives. Additionally, this report identifies how SU's Key Goals and Objectives and Strategic Plan Goals and Objectives relate to the five goals for postsecondary education identified in the "2004 Maryland State Plan for Postsecondary Education." In addition to MFR-specific data, there are a number of additional indicators and qualitative efforts that are related to SU's progress towards the Key Goals and Objectives. To determine how effectively SU is progressing towards meeting the 2009 MFR Key Goals and Objectives, data relevant to each objective will be described in subsequent sections of this report. While SU is making continual progress towards these objectives, the institution is also immersed in the development of updating the Institutional Strategic Plan Goals for 2009-2014. The institution looks forward to sharing the results of this process in the 2009 MFR.

MHEC GOAL	SU GOAL	MFR OBJECTIVE	ADDITIONAL INDICATORS
Quality and Effectiveness	The University will enhance an academic and learning environment that promotes intellectual growth and success.	1.1-1.4 4.1-4.6	AI.8
Access and Affordability	The University will foster inclusiveness as well as cultural and intellectual pluralism.	3.1-3.3	AI.3-AI.8
Diversity	The University will foster inclusiveness as well as cultural and intellectual pluralism.	3.1-3.3	
A Student-Centered Learning System	The University will advance a student-centered environment.	1.2 2.1	
Economic Growth and Vitality	The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.	1.1-1.4 2.1-2.5	AI.1-AI.2 AI.8

Quality & Effectiveness

Given the changing demographics of the state of Maryland, it is imperative that the institution create an infrastructure to support a more diverse population of students in the coming years. The

University has increasingly emphasized its diversity initiatives and demographics—both of which are readily affirmed in the University's trends and benchmarks. SU continues to increase its diversity. Fall 2007 marked the most ethnically diverse student population in SU's history. Minority students now make up approximately 17% of SU's student body. Additionally, in 2007-08 the University served minority students through several initiatives.

- Pre-matriculation Program- included mentorship and orientation activities to assist students of color acclimate to campus life.
- Early Warning Program- monitored students' academic progress to ensure that those that students that needed additional assistance could receive it in a timely manner.
- Center for Student Achievement- began operation in fall 2008 and serves as a central location for academic resources, support, and advising.
- Math Assessment- development and implementation of a pilot program for fall 2008 for all incoming first-year students.

One common method for evaluating institutional "success" has been graduation and retention rates. It should be emphasized that these rates provide only indirect evidence about student success, and provide little information about how much learning and/or development occurred while a student was enrolled at SU. However, retention and graduation rates do provide information about institutional ability to successfully maintain and move students through the pipeline. By comparing retention and graduation rates across multiple years for minority students, the University will have some evidence of the impact of its diversity initiatives. The relevant rates for SU are provided in Objectives 4.1-4.6.

Retention and Graduation

The second-year retention rate declined slightly from fall 2005 to fall 2007 for first-time, full-time freshmen. At 84% in fall 2007, the second-year retention rate for the 2008 MFR (Objective 4.1) is slightly below the 85% goal established for 2009. For the second consecutive year, the first-time, full-time freshmen retention rate has declined. The entering students in fall 2006 cohort had lower incoming SAT scores and high school grades than the 2005 cohort, which is likely related to the drop in the second-year retention rate reported. Additionally, data collected from the 2006 cohort during their incoming freshmen year, indicated that approximately 8% of them anticipated they would transfer to another college before graduating from SU (2006 HERI CIRP Freshman Survey). That subgroup that never intended on staying at SU may be revealing itself in this lower second-year retention rate. However, the current second-year retention rate is in the typical range that has consistently hovered in the mid 80's.

Concurrently, one standard of success for the SAT test-optional policy initiated in fall 2007 requires the retention rates of students admitted without submitting an SAT score, to be as high as those students who submitted SAT scores. Second-year retention rates for the test-optional students were similar to that reported for students admitted using the standard policy, 81% and 83%, respectively. These 2008 rates are also comparable to previous second-year retention rates for first-year SU students entering in fall 2006 and returning in fall 2007, prior to the implementation of test-optional pilot program, 81%

Objectives 4.2 and 4.3 provide additional information regarding second-year retention with a special focus on African American and minority students. For 2008, second-year retention increased 4% from the previous year for SU's African American students. Approximately, 87% of African American students were retained until their second year, marking the highest second-year retention rate achieved for this group since 2002. Additionally, this year's rate exceeded the 2009 second-year retention rate goal of 85%. Results were equally positive for minority students at SU. Second-year retention rates for minority students increased by 2% this year, to a rate of 84%. It is anticipated that SU will be able to achieve its goal of 85% for the 2009 reporting year.

Since 2004, SU has achieved its goal to maintain a graduation rate of at least 73% annually (Objective 4.4)—with a current rate of 75%. The 2008 rate surpasses the original goal of 73% set in 2004. When compared to other institutions, SU's average six-year graduation rates are the highest among our performance peers, and the second highest rate in the USM.

Progress towards our graduation goals for African American (Objective 4.5) and minority (Objective 4.6) students were mixed. Compared to 2007 rates, the University experienced a decline in six-year graduation rates for African American students, 58% compared to 63%. It should be noted that SU's population of African American students increased by more than 160%, or 54 students, from the cohorts used to calculate the 2007 to 2008 rates. The University was cautious regarding its 2006 achievement since the initial size of the African-American and minority cohorts has only now reached a level that provides a degree of stability and predictability. However, early indications are that the benchmark levels may have been established at prematurely high levels that correlated with anomalous spikes from smaller cohort years.

Additionally, the decline in the six-year graduation rate for African American students is largely attributable to the dramatic decrease in the percentage of students from that subgroup that transferred and graduated from another Maryland public institution in 2008. Specifically, for the 2007 cohort, 9% of African American students that graduated within six years actually started at SU but then transferred and graduated from another Maryland institution. For the 2008 cohort, the comparable rate was only 2%. As such, SU actually graduated a larger percentage of African American students from its own campus for the 2008 cohort, 56%, when compared to the 2007 cohort, 53%.

When six-year graduation rates for minority students at SU were examined, results revealed a 3.6% increase from the 2007 rates (Objective 4.6). Overall, 62% of minority students graduated within six-years of entering the institution. It is believed that the minority achievement initiatives instituted during the 2007-08 academic year positively influenced graduation rates for this subgroup. It is hoped that by continuing with these initiatives during the 2008-09 academic year that we will meet our 2009 goal of achieving a six-year minority student graduation rate of 63%.

Accreditations and Licensure:

An additional indicator of the quality and effectiveness of SU can be determined by the ability of the university and its program to obtain and maintain national accreditations. Several academic programs are accredited with specialized agencies:

- Salisbury University is accredited by the Middle States Commission on Higher Education

(MSCHE);

- the Teacher Education programs completed a rigorous self-study and site visit by the National Council for Accreditation of Teacher Education (NCATE) and MD Education Department in November 2005;
- the Social Work program is accredited by the Council on Social Work Education (CSWE);
- the programs in Music successfully earned their initial accreditation with the National Association of Schools of Music (NASM);
- the Franklin P. Perdue School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB);
- the program in Exercise Science successfully earned its initial accreditation with the Committee on Accreditation for the Exercise Sciences (CoAES) through the Commission on Accreditation of Allied Health Education Programs;
- the program in Clinical Laboratory Sciences/Medical Technology successfully continued its accreditation with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS);
- the Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE);
- the program in Environmental Health Sciences successfully continued its accreditation with the National Environmental Health Science & Protection Accreditation Council (NEHSPAC);
- the two programs in the Department of Chemistry were certified by the American Chemical Society Committee on Professional Training (ACS-CPT);
- the program in Athletic Training successfully continued its accreditation with the Joint Review Committee on Education Programs in Athletic Training (JRC-AT) through the Commission on Accreditation of Allied Health Education Programs and the Commission on Accreditation of Athletic Training Education (CAATE); and,
- the Respiratory Therapy program was awarded continuing accreditation in May 2007 from the Committee on Accreditation for Respiratory Care (CoARC) through the Commission on Accreditation of Allied Health Education Programs.

Additionally, Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured as pass rates of the nursing licensure exam (NCLEX, by nursing graduates) and the teacher licensure exam (PRAXIS, by teacher education graduates). The University increased its pass rate on the NCLEX (Objective 1.1) by 7% in 2008. This is the second consecutive year where rates have increased. With a 90% pass rate, nursing students have met the 2009 established goal. These increases can be largely attributed to the concentrated efforts (e.g., curriculum reform, tutoring, NCLEX review course, etc.) initiated by the nursing program in 2006 to increase its pass rates.

At 94%, the pass rate for the PRAXIS increased by 2% from the previous year. This marks the

second consecutive year of pass rates increased, and the University is moving closer towards its 2009 97% goal. In 2006, the University implemented a number of initiatives (e.g., mapping of PRAXIS content to curriculum, PRAXIS workshops, optimal timing of taking the PRAXIS, etc.) to move current rates closer to the benchmark.

Alumni Satisfaction:

The satisfaction of SU graduates can also be used as an indicator of the effectiveness of the University's academic programs. Specifically, satisfaction with preparation for graduate or professional school (Objective 1.3) and employment (Objective 1.4) are examined on an annual basis. Historically, satisfaction levels have ranged from 97% to 100% for these objectives. For the 2008 data, students that graduated in August/December 2006 and January/May 2007 were surveyed. The results revealed that approximately 100% and 99% of those responding to the survey indicated that they were satisfied with their preparation for graduate/professional school and employment, respectively. Both of these results surpass the 2009 goals set by SU.

Faculty:

Though not an explicit MFR objective, the faculty is critical to SU's success as an institution, and competitive salaries allow the University to attract and retain the best instructors. Collectively in 2006-2007, SU faculty contributed 4,200 workday-equivalents of public service, wrote almost 2,500 letters of reference on behalf of our students, and spent nearly 2,500 hours preparing for or in theatrical productions. These activities are above and beyond faculty efforts spent educating our students in the classroom. Unfortunately, this commitment does not translate to increased compensation for our faculty. SU continues to fall farther behind in its faculty salary levels. Since FY 2002, faculty salaries as a percentile of AAUP peers have fallen from the 72nd percentile to the 58th percentile for professors, from the 65th to the 50th percentile for associate professors and from the 83rd to the 76th percentile for assistant professors. Compared to the USM average weighted percentile across all ranks of 79, SU's average weighted percentile is at 62, 17 percentile points lower.

Despite the modest salary increases the past few years, the AAUP data convincingly indicate that many states have continued their commitment to their higher education workforce while Maryland lags behind and, at salary increases of 4 - 4.5% annually, the gap will continue to widen.

Access, Affordability, and Diversity

The next two MHEC postsecondary education goals focus on promoting accessibility, affordability, and diversity. SU has been designated by the Board of Regents as one of three "enrollment growth institutions" within the USM. As a result, in 2006-07 and 2007-08 academic years SU has provided access to more students from diverse backgrounds, while still being affordable. Objectives 3.1-3.3 focus on meeting these goals.

Capacity:

SU continues to focus its enrollment growth on both highly qualified, motivated first-time freshmen and transfer students. For fall 2007, applications to SU were up 12% from last year; approximately 6,593 applications were received for 1,150 freshmen seats. With an average

composite SAT score, 1,120, and an average high school GPA of 3.50 the academic background of new freshmen admitted fall 2007 surpassed that of the 2006 cohort of first-time freshmen. SU was able to respond to MHEC's access goals by increasing undergraduate enrollment by 150 students this year while still maintaining the academic rigor of its first-time freshmen class. Overall, the campus now has 1,550 more undergraduates, a 29% increase, than it did 10 years ago.

Diversity:

One positive side effect of increasing enrollment and accessibility has been the growing number of minority students on SU's campus (Objectives 3.1 and 3.2). The University is committed to meeting the demands of the ever-increasing diverse Maryland and national population. As high school graduates come from more diverse backgrounds, SU hopes to accommodate these students and enhance the educational experience of all students in our region. During fall 2007, SU increased its enrollment of African American and minority undergraduate students for the third consecutive year. With a .5% growth in African American students, SU is just shy of its 2009 goal of 12%. Additionally, 17.4% of SU's enrollment is composed of minority students, again showing progress towards the 2009 goal of 18%. Over a 10 year period, SU has increased the enrolled number of African-American students by 81% (from 461 in fall 1997 to 835 in fall 2007) and more than doubled the enrolled number of Hispanic undergraduate students (from 54 in fall 2000 to 179 in fall 2006). It has done this through enhanced interaction in selected high schools on the Western Shore, increased marketing efforts, and through the expansion of institutional scholarship programs, as well as, expanded efforts by the Office of Multiethnic Student Services.

SU is committed to closing the Achievement Gap and is focusing on measures to improve retention and graduation rates for minority students. These include:

- additional focus on math and science courses in which minority students have historically failed at higher rates than majority students;
- adequately placing students in math and science courses matched to their ability by implementing the pilot phase of a math assessment for all first-time incoming freshmen; and
- implementing more intentional and early semester advising to help guide students to resources and/or alternative course that will enhance their academic experience.

Alternative Delivery Approaches and Technology:

In addition to increasing undergraduate enrollment, SU has focused on expanding accessibility by offering several of its renowned programs at other Maryland higher education campus. By collaborating with USG, USMH, Cecil College, and ESHEC, the University will be able to provide opportunities to students that might not otherwise be able to attend classes on SU's main campus. In fall 2008, SU will offer a BS degree in Respiratory Therapy at USG and begin accepting applications for the MBA program at ESHEC. Additionally, students can earn a BSW and/or an MSW from SU at ESHEC, Cecil College, and USMH, and a Bachelor's in Elementary Education, a Master of Elementary Education, or Master of Middle/Secondary Education from SU through the ESHEC located at Chesapeake College. These successful partnerships will assist

the state in meeting its demand to train highly qualified teachers, social workers, business professionals, and healthcare professionals and grant students access to programs that may have been previously unavailable in those regions.

Additionally, SU has engaged in several efforts to explore alternative delivery methods that would maximize efficiency and learning while educating students. As part of the USM Course Redesign Initiative being led by the, SU has redesigned its introductory biology course. Actual seat time has been reduced and consequently faculty time has been reduced through the use of technology. Preliminary data from the pilot run in spring 2008 indicates that student performance was the same or better in the redesigned course. Secondly, the Fulton School of Liberal Arts has revised its entire catalog of offerings to offer courses using a 4-credit rather than a 3-credit model. The revision allows for increased student engagement in the courses through out-of-classroom activities such as service learning, international experiences, higher level critical thinking exercises (analysis, synthesis, evaluation). Overall seat-time in these courses is generally reduced to allow students time to engage fully in these alternate activities.

Affordability:

While continuing to increase accessibility, SU has managed to retain its ranking as one of the top "100 Best Values in Public Colleges" by *Kiplinger's Personal Finance* magazine in 2008. SU had affordability rankings of 62nd for in-state students and 49th for out-of-state students. This honor reflects both the affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic rigor of the freshman class, admission, retention, and graduation rates, etc.) of the University.

While SU has been able to remain a "Best Value" this year, the rankings have slipped noticeably from the previous year, 12 places for in-state and 9 for out-of-state students. SU has historically been underfunded at the State level. When compared to other USM institutions, total state funding to SU per full-time equivalent student (FTES) were ranked last, more than \$3400.00 per FTES below the USM average. SU would need an additional \$23 million to be funded at the USM average. This coupled with the lower than USM average tuition and mandatory state fees collected by SU, has put the University at a great disadvantage.

In 2008, SU was able to increase the percentage of economically disadvantaged students by nearly 5%, to a total of 41.4% (Objective 3.3). We are still somewhat below our 2009 target of 46%. However, SU improved accessibility for minority and economically disadvantaged students in 2008, an impressive feat given the financial constraints that were faced. But, without additional monies, it is difficult to allocate extra funds to need-based scholarships and student initiatives to enhance retention.

University-Specific Response- Objective 3.3:

During the 2007 MFR cycle MHEC noted that the percentage of economically disadvantaged students attending Salisbury has steadily fallen in the past three years from 42.4 percent to 36.8 percent. This would make it even more difficult for SU to meet its 2009 target of 46%. SU is committed to increasing the amount of institutional-based aid provided to its students, hopefully increasing economically disadvantaged student enrollment. The tuition freeze put SU at a greater disadvantage than other USM schools because its tuition and fees are considerably lower than other USM schools. Additionally, general fund support provided to SU has been historically low,

well below the USM and four-year Maryland public school averages. In fiscal year 2007, SU's general fund support per full-time equivalent student was approximately 45% of the USM and four-year Maryland public school average. As operating costs continue to increase, and state funding covering only 48% of these costs, SU struggles to keep pace with other Maryland public institutions. Each year these factors put SU further behind other system schools in terms of the amount of funds that can be directed toward need-based financial aid. This may deter students from attending the institution. However, during 2007-08, SU allocated 67% of institutional aid, to students with a demonstrated need. Additionally, for the 2008 reporting period, the percentage of economically disadvantaged students at SU increased to 41.4%. It is anticipated that the University will again increase this percentage for the 2009 reporting period, provided the State maintains its commitment to full funding as outlined in the State Plan for Higher Education.

Economic Growth and Vitality and A Student-Centered Learning System

SU states in its mission that it is "our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." In achieving this mission, SU gauges its success using a variety of performance measures (Objectives 1.1-1.4; Objectives 2.1-2.5). This includes alumni satisfaction with the education and preparation they received, student success on professional licensure and certification exams, number of graduates employed in the state, especially those in highly desired fields (i.e., teacher education, nursing, and information technology). In her congressional testimony this year, SU's president, Dr. Janet Dudley-Eshbach indicated that the University's impact on the local and regional economy exceeded \$425 million and added more than 3,000 local jobs in 2008.

Data was collected using an alumni survey to address Objectives 1.3, 1.4, 2.2-2.4. In general, the percentage of SU graduates satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), exceeded the 2009 goals set for SU. Historically, the percentage of SU graduates employed one-year after graduation (Objective 2.4) has been in mid-90s. Updated percentages using the 2006-2007 graduates revealed that 95% of those responding to an alumni survey were employed one year after graduation. This percentage meets our 2009 employment goal.

Nursing:

In the past ten years, the nursing program has experienced increased enrollment, more than doubling from 197 to 414 students. Undoubtedly, much of this growth is due to market opportunities associated with a severe national shortage of nurses. Based on pass rates for the NCLEX exam, the nursing program has progressively improved the level of preparation of its graduates over the past three years. With a current rate of 90%, an additional 17% of the nursing graduates are passing the exam in 2008 compared to 2006. SU has little control over where nursing graduates select to live and work once they graduate from SU and pass the NCLEX exam. As a result, it is especially challenging to control and estimate the annual number of nurses that are employed in the state of Maryland (Objective 2.3). When compared to the 2007 data, the estimated number of nurses employed in MD in 2008 increased slightly to 55. While the institution is making progress towards its 2009 goals of 70, the goal may be unrealistically high.

Additional indicators of performance examine the capacity and enrollment in the nursing program. During Fall 2008, the nursing program enrolled a slightly lower number of new students, this is likely due to the 4% decline in the number of program applicants. However, the total number of nursing undergraduate majors increased 8% this year from the previous year. Likewise, the number of nursing baccalaureate degree recipients increased this year by 12%. This provides further evidence of SU's commitment to producing quality graduates in the healthcare field.

University-Specific Responses- Objective 2.3:

Between 2005 to 2007 reporting schedule, the number of nursing graduates employed in Maryland increased from 57 to 71 and then decreased in 2007 to 54. As the number of out-of-state nursing students increases, it is not surprising that they return to their states of origin. SU encourages out-of-state students to apply for the MHEC non-resident nursing student tuition reduction and state aid program. This program provides nursing students with some tuition relief in exchange for working in MD as a nurse after graduation. However, SU does not set nursing salaries, which may be higher at healthcare agencies outside of Maryland. However, more nursing students graduated and a higher percentage passed the NCLEX exam for the 2007 reporting group, August/December 2005 and January/May 2006 graduates, as compared to the 2006 group, August/December 2004 and January/May 2005 graduates. The fact that fewer stayed in Maryland could be an indicator that these graduates were highly qualified and strongly recruited by out-of-state agencies.

Additionally, as the number of nursing graduates that respond to the alumni survey fluctuates each year, the reliability of the data reported is also affected. The data reported for the 2006 MFR were the result of a smaller sample of nursing respondents as compared to the 2005 and 2007 data. As a result, this smaller sample, approximately 30% smaller, may have presented unrealistically high numbers (i.e., spike) for the 2006 data. In fact, the number of nursing graduates employed in Maryland for the 2008 data is similar to the 2005 and 2007 rates, providing further evidence that the 2006 rate was uncharacteristic. Additionally, of those nursing graduates that responded to the alumni survey, in 2006 only 8% enrolled at SU as an out-of-state student compared to 11% for 2007. Since a greater percentage of the nursing graduates that responded to the survey in 2006 were Maryland residents when they entered SU, it is not surprising that the number employed in Maryland following their graduation was also higher than the numbers reported for 2007.

Teacher Education:

The number of degrees awarded varies by the specific Teacher Education program. An additional 6 students graduated with an Early Childhood Education degree, while 2 more graduated with a degree in Physical Education. However, Elementary and Health Education declined this year by 16 and 2 graduates, respectively. As the overall number of Teacher Education graduates decline, it is feasible that the number employed in the state of Maryland may also decline (Objective 2.1). This data will be available in July 2008. The University anticipates that this trend to begin to reverse once the new Teacher Education and Technology Complex opens in fall 2008. Additionally, we would expect an increase in the number of Teacher Education graduates employed in Maryland recovering as early as 2012 (Objective 2.1). However, the University has no control over the life choices of graduates once they are provided the discipline-specific and general education competencies they need to be successful. State

governments have not responded to market shortages as aggressively as has the private sector and teachers' salaries in Maryland are not as competitive as they are in some of the neighboring states. This, coupled with the escalation of housing costs in most metropolitan, urban, and desirable retirement destinations, including the Eastern Shore, have created market tensions that make other career options and/or locations more desirable. Toward the goal of increasing the number of Teacher Education graduates working in Maryland, the university has obtained a \$1.5 million grant focused on training and retaining K-13 Eastern Shore teachers. It is hoped that this grant will have a positive impact on progress toward meeting the 2009 goal for Objective 2.1.

Information Technology:

Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. The estimated number of graduates employed in the IT field in Maryland (Objective 2.2) can be largely a function of the market. In the previous three years the number of graduates employed in the IT field in Maryland has climbed, increasing 74%. Last year, SU fell just below its 2009 goal of 70. Unfortunately, there was a dramatic drop in this number for the current year. This may be due to the 44% decline in computer science degrees awarded during the 2006-07 academic year, representing the graduates surveyed to provide the 2008 MFR data. Additionally, there was a 25% decline in IT employees responding to the alumni survey this year, raising questions about the validity and reliability of this data.

COST CONTAINMENT

Salisbury University remains committed to maximizing efficiency efforts by restructuring organizational processes, upgrading to new and more efficient technologies, embracing new technologies and methods, and containing costs. Savings and cost containment efforts allow the reallocation of resources to other critical initiatives and functions. In FY 2008, Salisbury University projects \$2.04 million dollars of funds available as a result of efficiency efforts. The University's efficiency efforts represent a 2.4% savings of the state supported budget. The following is a brief description of each effort and the cost savings/avoidance associated with each.

Efficiency Efforts:

- Collaboration with an Academic Institution (\$139,000)
 - Salisbury University continues its extensive collaboration with the University of Maryland Eastern Shore. The two universities participate in two dual degree programs, sponsor a joint graduate degree, the Master of Arts in Teaching, and employ several faculty and staff members as joint employees of both institutions. It is estimated that \$139,000 in salary/benefit costs is saved annually.
- Business Process Reengineering (\$240,000)
 - From relying on an overall preventive maintenance program, to expanding use of both the one-card and pro-card and including the use of the Sallie Mae Tuition pay program, the University has been able to significantly reduce operating costs while enhancing its ability to serve its customers.
- Energy Conservation Program (\$350,000)
 - The combination of a campus wide total energy management system to monitor

and control energy management and the recent energy performance contract initiated with PEPCO Inc, have greatly enhanced the University's ability to offset some of the higher costs by reducing its demand.

- **Redefinition of Work (\$909,000)**
 - The University employs part-time faculty and staff and students to meet its employment demands. If these positions were covered by full-time benefited employees, the additional cost to the University would be substantial.
- **Technology Initiative (\$113,000)**
 - The use of e-mail as a principle source of written communication, web-time keeping in lieu of printed timesheets, and imaging in lieu of maintaining paper files are all examples of Salisbury University's use of technology to reduce operating costs and increase operational efficiency.
- **E&E Workgroup focus (\$287,000)**
 - The University has partnered with other system institutions in the procurement of electricity and natural gas. This bulk buying power has allowed the University better rates for greater periods of time.

Summary

The current year has been an exciting one on SU's campus. There has been a great deal of growth that has allowed the University to increase accessibility and diversity. Concurrently, SU has been able to maintain and improve its reputation and national rankings acknowledging the University's progress towards meeting its quality, affordability, access, diversity, education, and economic impact initiatives. In 2008, SU made positive strides towards all but three of its Key Goals and Objectives. To improve subsequent performance on these three objectives, SU is currently implementing special initiatives. To improve second-year retention (Objective 4.1) and six-year graduation rates (Objectives 4.4, 4.5) SU will be opening a Student Achievement Center in fall 2008. This center will serve as a central location from which students can seek academic guidance and resources. Additionally, the implementation of a math assessment pilot in fall 2008 will also assist the University in identifying those students that may experience difficulty in math and science classes. Through the Student Achievement Center and additional intentional academic advising, students will be given assistance early and often. It is expected that these initiatives will improve retention and graduation rates in subsequent years.

KEY GOALS AND OBJECTIVES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Objective 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 85% in 2004 to 90% in 2009.

		2005	2006	2007	2008	2009	2010
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	88%	73%	83%	90%	90%	90%

Objective 1.2 Increase the percentage of teacher education graduates who pass the teacher licensure exam from 91% in 2004 to 97% in 2009.

		2005	2006	2007	2008	2009	2010
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (PRAXIS) pass rate ¹	96%	91%	92%	94%	94.5%	95%

Objective 1.3 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school will be no less than 98%.

		2005	2006	2007	2008	2009	2010
Performance Measures		Survey Actual	Survey Actual	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Quality	Satisfaction w/preparation for graduate school ¹	99%	99%	99%	100%	99%	99%

Objective 1.4 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for employment will be no less than the 98% achieved in 2004.

		2005	2006	2007	2008	2009	2010
Performance Measures		Survey Actual	Survey Actual	Survey Actual	Survey Actual	Survey Estimated	Survey Estimated
Quality	Satisfaction w/preparation for employment ²	97%	99%	98%	99%	99%	99%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Objective 2.1 The estimated number of Teacher Education graduates employed as teachers in Maryland will increase from 163 in FY 2005 to 185 in 2009.

		2005	2006	2007	2008	2009	2010
		MSDE	MSDE	MSDE	MSDE	MSDE	MSDE
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Estimated number of Teacher education graduates employed in MD as teachers ³	163	164	143	157	152	160
Outcome							

Objective 2.2 The estimated number of graduates employed in IT-related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

		2005	2006	2007	2008	2009	2010
		Survey	Survey	Survey	Survey	Survey	Survey
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Estimated number of graduates employed in MD in an IT field ²	31	46	54	17	59	60
Outcome							

Objective 2.3 The estimated number of Nursing graduates employed as nurses in Maryland will increase from 44 in 2004 to 70 in 2009.

		2005	2006	2007	2008	2009	2010
		Survey	Survey	Survey	Survey	Survey	Survey
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Estimated number of Nursing graduates employed in MD as nurses ²	57	71	54	55	70	73
Outcome							

Objective 2.4 Through 2009, the percentage of graduates employed one-year after graduation will be no less than the 95% achieved in 2004.

		2005	2006	2007	2008	2009	2010
		Survey	Survey	Survey	Survey	Survey	Survey
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Percent employed one-year after graduation ²	96%	93%	95%	95%	95%	95%
Outcome							

Objective 2.5 Increase expenditures on facility renewal from .5% in 2004 to .9% in 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Percentage of annual state appropriation spent on facility renewal ⁴						
Efficiency	.4%	.6%	1.1%	1.2%	.9%	.9%

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Objective 3.1 Increase the percentage of African-American undergraduates from 8.8% in 2004 to 12.0% in 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Percentage of African-American undergraduates ⁵						
Input	10.3%	10.5%	11.0%	11.5%	12.0%	12.8%

Objective 3.2 Increase the percentage of minority undergraduates from 14.0% in 2004 to 18.0% in 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Percentage of minority undergraduates ⁵						
Input	15.8%	16.2%	16.7%	17.4%	18.0%	18.5%

Objective 3.3 Increase the percentage of economically disadvantaged students attending SU from 40% in 2004 to 46% in 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Percentage of economically disadvantaged students attending SU ⁶						
Input	42.4%	39.2%	36.8%	41.4%	43.0%	44.0%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Objective 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 84.2% in 2004 to 85.0% in 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	2 nd year first-time, full-time retention rate: all students ⁷	84.3%	87.4%	84.9%	83.6%	85.1%	85.7%

Objective 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 78.6% in 2004 to 85.0% in 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	2 nd year first-time, full-time retention rate: African-American students ⁷	83.6%	80.0%	83.0%	87.2%	87.5%	87.7%

Objective 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.4% in 2004 to 85.0% in 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	2 nd year first-time, full-time retention rate: minority students ⁷	83.2%	84.0%	82.0%	84.0%	85.5%	86.0%

Objective 4.4 The six-year graduation rates of SU first-time, full-time freshmen will be at least 73% annually through 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: all students ⁷	72.8%	72.9%	75.1%	74.5%	75.1%	76.0%

Objective 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 53.3% in 2004 to 63.0% in 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: African-American students ⁷	58.5%	65.7%	62.5%	58.1%	63.0%	63.0%

Objective 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 53.2% in 2004 to 63.0% in 2009.

Performance Measures		2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output	6-year graduation rate of first-time, full-time freshmen: minority students ⁷	60.6%	63.7%	58.3%	61.9%	63.0%	63.0%

Additional Indicators⁸

AI. Performance Measures

Performance Measures		2005 Survey Actual	2006 Survey Actual	2007 Survey Actual	2008 Survey Actual	2009 Survey Estimated	2010 Survey Estimated
Outcome	Median salary of SU graduates	\$34,711	\$35,909	\$37,037	\$39,814	\$39,600	\$40,900
Outcome	Ratio of the median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce w/bachelor's degrees ²	.82	.83	.79	.84	.77	.77
Input	Number of applicants to the professional nursing program ⁹	98	137	163	157	140	140
Input	Number of applicants accepted into the professional nursing program	93	107	88	88	110	112
Input	Number of applicants not accepted into the professional nursing program	5	30	75	69	30	28
Input	Number of applicants enrolled in the professional nursing program	88	86	88	82	88	90
Input	Number of undergraduate nursing majors ⁹	428	421	418	453	425	427
Output	Number of baccalaureate degree recipients in nursing	78	84	68	76	66	78

Notes to MFR

¹ PRAXIS test results are reported on a cohort basis. The test period for 2008 is between 10/1/2006 and 9/30/2007.

² Salisbury University annually surveys its baccalaureate degree recipients one-year after graduation. Those surveyed for 2008 Actual graduated in August or December 2006, or January or May 2007. This survey cycle differs from MHEC's triennial alumni survey cycle. As a result, SU's data are updated annually reflecting the most recently surveyed classes.

³ Actual 2008 data are reported from MSDE as of October 2007.

⁴Data provided by the USM. 2007 data was an estimated percentage but now represents the actual percentage. Actual 2008 data reflect the fiscal year beginning 7/1/2007 and ending 6/30/2008 and is currently only an estimated figure.

⁵Percentages are based on headcounts as of fall census. Actual data for 2008 reflects fall 2007 enrollment. The following information is provided in response to the 2008 request of the Joint Chairs for additional information on minority student enrollment. USM minority student enrollment, broken down by minority group for the two most recent fiscal years, was as follows: African American 11.0% in FY 07 and 11.5% in FY 08; Hispanic 2.7% in FY 07 and 2.5% in FY 08; Asian 2.6% in FY 07 and 2.8% in FY 08; Native American .4% in FY 07 and .6% in FY 08.

⁶Actual 2008 data are from fall 2007.

⁷Data provided by the MHEC. For second year retention rates, actual data for 2008 reports the number of students in the Fall 2006 cohort who returned in Fall 2007. For graduation rates, actual data for fall 2008 report the number of students in the Fall 2001 cohort who graduated by Spring 2007.

⁸Additional Indicators are institutional measures that are important to external audiences. They are not included as part of Salisbury University's Managing For Results and are not driven by any institutional targets because of offsetting goals. They are included for informational purposes only.

⁹Data presented in the final submission of 2007 Managing For Results were estimates, the actual numbers are presented now.

**Salisbury University
Peer Performance Data, 2008**

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African- American of all undergraduates	% African- American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
Salisbury U.	1030-1200	2	17.0%	2	11.3%	1	81%	3	69.9%	1
Bloomsburg U. of Penn.	920-1100	11	10.2%	8	6.6%	5	81%	3	63.4%	4
Massachusetts, U. of, Dartmouth	960-1140	8	12.6%	3	6.7%	4	76%	10	48.2%	11
Millersville U. of Penn.	950-1150	6	12.6%	3	7.0%	3	81%	3	63.3%	5
North Carolina, U. of, Wilmington	1060-1240	1	11.0%	6	5.4%	6	85%	1	65.1%	3
Northern Iowa, U. of	990-1190	5	5.8%	11	2.6%	10	81%	3	67.1%	2
Sonoma State U.	920-1120	10	19.6%	1	2.3%	11	79%	7	50.8%	9
Southeast Missouri State U.	910-1150	9	11.0%	6	8.7%	2	70%	11	49.3%	10
SUNY, C. at Oswego	1030-1170	3	9.7%	9	3.8%	8	77%	8	52.0%	7
SUNY, C. at Plattsburgh	950-1150	6	11.1%	5	4.8%	7	77%	8	51.0%	8
SUNY, Fredonia	1010-1190	3	7.4%	10	2.7%	9	85%	1	62.4%	6
Average of Peers	970-1160		11.1%		5.1%		79.2%		57.3%	
	Six-year graduation rate all minorities	Minority Graduation Rate Rank	Six-year graduation rate African Americans	African- American Graduation Rate rank	Passing rate on teacher licensure exams ²	teacher licensure passing rank	Passing rate in nursing licensing exam	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
Salisbury U.	53.3%	2	56.3%	2	92%	9	90%	3	12.0%	2
Bloomsburg U. of Penn.	37.3%	11	30.6%	10	94%	8	80%	6	12.0%	2
Massachusetts, U. of, Dartmouth	40.5%	8	35.4%	9	98%	3	84%	5	11.0%	5
Millersville U. of Penn.	49.2%	6	53.8%	3	97%	4	No program	-	9.0%	8
North Carolina, U. of, Wilmington	56.3%	1	64.4%	1	99%	1	92%	2	11.0%	5
Northern Iowa, U. of	52.0%	3	46.3%	5	NA	-	No program	-	13.0%	1
Sonoma State U.	50.7%	5	41.7%	7	99%	1	96%	1	1.0%	11
Southeast Missouri State U.	38.4%	9	36.1%	8	92%	9	86%	4	7.0%	10
SUNY, C. at Oswego	51.0%	4	50.0%	4	97%	4	No program	-	12.0%	2
SUNY, C. at Plattsburgh	37.7%	10	44.2%	6	97%	4	NA	-	11.0%	5
SUNY, Fredonia	42.0%	7	14.3%	11	97%	4	No program	-	9.0%	8
Average of Peers	45.5%		41.7%		97.0%		89.0%		9.6%	
1/21/09: Office of University Analysis, Reporting, & Assessment										

Salisbury University
Peer Performance Data, 2008

	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Appropriation Rank
Salisbury U.	55%	4	80%	8	16.5	2	3.4	2	\$4,957	10
Bloomsburg U. of Penn.	60%	6	86%	4	19.7	6	3.3	4	\$4,627	11
Massachusetts, U. of, Dartmouth	67%	8	86%	4	17.5	5	3.1	7	\$7,953	4
Millersville U. of Penn.	56%	5	95%	2	20.2	10	NA	-	\$5,499	8
North Carolina, U. of, Wilmington	62%	7	86%	4	19.8	7	3.7	1	\$8,439	1
Northern Iowa, U. of	78%	11	80%	8	17.4	4	NA	-	\$7,939	5
Sonoma State U.	69%	9	99%	1	21.0	11	NA	-	\$8,160	3
Southeast Missouri State U.	69%	9	79%	11	19.9	8	3.2	6	\$5,386	9
SUNY, C. at Oswego	52%	1	83%	7	20.0	9	3.3	4	\$6,900	7
SUNY, C. at Plattsburgh	54%	2	91%	3	16.7	3	3.1	7	\$7,891	6
SUNY, Fredonia	54%	2	80%	8	15.6	1	3.4	2	\$8,357	2
Average of Peers	62.1%		86.5%		18.8		3.3		\$7,115	
	Average Overall Score	Overall Performance Rank	Notes							
			(1) Eastern Illinois and Northern Michigan University prefer ACT over SAT scores when considering admissions applications. ACT ranges were converted to SAT ranges.							
Salisbury U.	3.533	2	(2) Pass rates on teacher licensure exams are not comparable since teacher licensure laws vary from state to state. The examination used, the cut rates, and where students are in their academic programs when they take the examination varies. Northern Michigan and Western Oregon Universities require passage of a licensure examination prior to graduation so their pass rates will always be 100%, while the State of Washington does not require a licensure examination at all.							
Bloomsburg U. of Penn.	6.538	8	(3) NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), Humboldt State (CA) were obtained from the respective state board of nursing Websites. Pass rates for Northern Michigan and SUNY -Plattsburgh were not available in a comparable							
Massachusetts, U. of, Dartmouth	6.846	10	Sources: SAT - IPEDS Institutional Characteristics; % Minorities, % African-American - IPEDS Fall Enrollment; Graduation Rates - IPEDS GRS;							
Millersville U. of Penn.	4.400	3	Licensure Rates - see notes 2 & 3; Retention Rate, Alumni Giving Rate, Acceptance Rate, Faculty w/ terminal degree, HSGPA - <i>US News America</i>							
North Carolina, U. of, Wilmington	3.133	1	<i>Best Colleges</i> ; FTES to FTEF - IPEDS Fall Staff & Fall Enrollment; Appropriation per FTES - IPEDS Fall Enrollment & Finance							
Northern Iowa, U. of	4.533	4								
Sonoma State U.	6.538	8								
Southeast Missouri State U.	7.667	11								
SUNY, C. at Oswego	5.500	6								
SUNY, C. at Plattsburgh	5.714	7								
SUNY, Fredonia	5.286	5								
Average of Peers	5.616									

NA - Data not available

12/12/2009: Office of University Analysis, Reporting, & Assessment

**America's Best Colleges: 2008, Online Edition: U.S. News & World Report
Top Public Colleges in the North, 2009**

Rank (North Region) # of Institutions	College of New Jersey		SUNY Geneseo		Bulger		Rowan		CUNY B'nay		SUNY New Paltz		Montclair		Middlebury U of Vermont	
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public institution ending North R	50	137	101	41	70	129	156	99	98	155	114	11	48	46	8	11
Academic Reputation Rank	3	48	62	44	30	62	28	50	62	62	44	42	52	44	42	42
Student Satisfaction Rank	3	1	36	35	18	11	20	19	59	68	41	55	45	41	45	45
Faculty Resource Rank	14	148	8	70	43	147	108	130	139	127	108	139	135	150	114	108
Alumni Giving Rank	169	73	103	121	78	121	66	150	135	150	114	141	140	140	140	140
Final Overall Score	82	72	54	62	51	60	48	46	40	40	40	40	40	40	40	40
Peer Assessment	3.5	3.5	3.2	3.0	2.7	3.1	2.9	2.9	3.0	2.9	3.0	2.9	3.0	2.9	3.0	2.9
Avg. Freshman Retention Rate	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Avg. % of Class <20	44%	37%	38%	39%	30%	27%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
% of Classes w/ 50 or more	0.4%	8%	7%	1%	0%	12%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Student/Faculty Ratio	13:1	18:1	11:1	15:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1
% of F/F Faculty	72%	90%	80%	71%	71%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%
SAT: 25th-75th percentile	1140-1330	1225-1360	990-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210
Freshmen: top 25% of class	47%	36%	51%	52%	48%	26%	56%	57%	57%	57%	57%	57%	57%	57%	57%	57%
Acceptance Rate	47%	36%	51%	52%	48%	26%	56%	57%	57%	57%	57%	57%	57%	57%	57%	57%
Avg. Alumni Giving Rate	4%	14%	9%	8%	13%	8%	14%	14%	14%	14%	14%	14%	14%	14%	14%	14%

**America's Best Colleges: 2008, Online Edition: U.S. News & World Report
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Rank (North Region) # of Institutions	College of New Jersey		SUNY Geneseo		Bulger		Rowan		CUNY B'nay		SUNY New Paltz		Montclair		Middlebury U of Vermont	
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public institution ending North R	41	131	97	44	74	133	138	123	111	111	111	111	111	111	111	111
Academic Reputation Rank	3	48	62	44	30	62	28	50	62	62	44	42	52	44	42	42
Student Satisfaction Rank	3	1	36	35	18	11	20	19	59	68	41	55	45	41	45	45
Faculty Resource Rank	18	160	9	54	26	145	117	104	96	69	117	104	140	140	140	140
Alumni Giving Rank	124	74	119	124	96	114	82	136	118	140	140	140	140	140	140	140
Final Overall Score	85	75	62	60	56	56	56	56	56	56	56	56	56	56	56	56
Peer Assessment	3.5	3.5	3.2	3.0	2.7	3.1	2.9	2.9	3.0	2.9	3.0	2.9	3.0	2.9	3.0	2.9
Avg. Freshman Retention Rate	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Avg. % of Class <20	44%	37%	38%	39%	30%	27%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
% of Classes w/ 50 or more	0.4%	8%	7%	1%	0%	12%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Student/Faculty Ratio	13:1	18:1	11:1	15:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1	18:1
% of F/F Faculty	72%	90%	80%	71%	71%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%
SAT: 25th-75th percentile	1140-1330	1225-1360	990-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210	1000-1210
Freshmen: top 25% of class	47%	36%	51%	52%	48%	26%	56%	57%	57%	57%	57%	57%	57%	57%	57%	57%
Acceptance Rate	47%	36%	51%	52%	48%	26%	56%	57%	57%	57%	57%	57%	57%	57%	57%	57%
Avg. Alumni Giving Rate	4%	14%	9%	8%	13%	8%	14%	14%	14%	14%	14%	14%	14%	14%	14%	14%

Source: U.S. News & World Report America's Best Colleges, 2008 (online edition)
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America's Best Colleges : U.S. News World Report
Salisbury University Rankings: 2000 - 2009

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Rank (North Region)¹	39	39	46	37	33	45	44	38	38	35
# of Institutions	146	146	167	165	165	165	165	165	174	171
Tier	2	2	2	1	1	Top	Top	Top	Top	Top
Public Institution Ranking (North)	7	8	10	6	4	7	7	5	7	7
Financial Resources Rank	127	128	164	150	143	140	147	161	158	156
Academic Reputation Rank	44	34	37	36	33	51	37	26	36	36
Graduation & Retention Rank	42	39	38	35	33	31	28	30	26	23
Student Selectivity Rank	17	12	17	16	16	18	26	20	21	20
Faculty Resources Rank	37	87	120	100	88	128	131	137	117	108
Alumni Giving Rank	90	99	107	89	82	129	136	115	82	66
Final Overall Scores	65	61	64	51	53	46	48	51	55	48

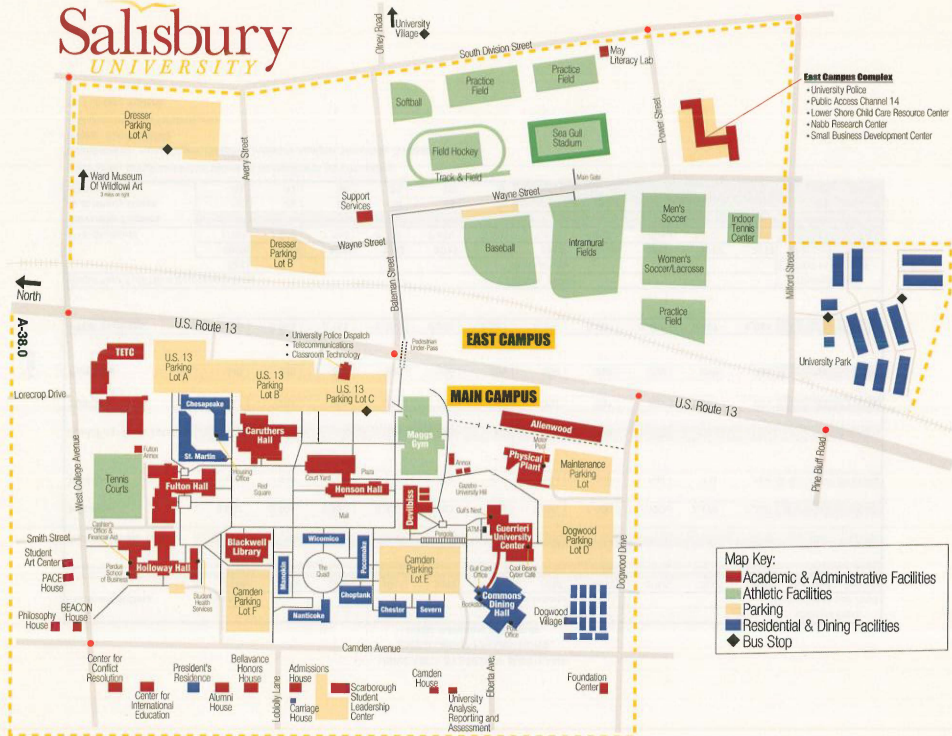
¹Note: Starting with the 2005 edition, US News combined Tiers 1 & 2 into the "TOP Tier".

²In all rows except "Final Overall Scores," the lower the number the higher the ranking. "Final Overall Scores," range from 1-100 with 100 the highest score.

US News Ranking Criteria: 2009 Edition

Ranking Category	Subfactor	Subfactor Weight	Relative Weights as a Percent of Total
Academic Reputation 25%	Academic Reputation Survey	100%	25.0%
Student Selectivity 15%	Acceptance Rate	10%	1.5%
	High School Class: Top 25%	40%	6.0%
	SAT/ACT Scores	50%	7.5%
Faculty Resources 20%	Faculty Compensation (2Yrs: Ave Sal + Benefits) (Adjusted for regional COL differences)	35%	7.0%
	Faculty w/ top terminal degrees	15%	3.0%
	Percent F/T Faculty	5%	1.0%
	Student/Faculty Ratio	5%	1.0%
	Class Size: 1-19	30%	6.0%
	Class Size: 50+	10%	2.0%
Grad/Retention Rate 25%	6-Yr Graduation Rate (Average: 4 yrs)	80%	20.0%
	FR-SO Retention Rate (Average: 4 yrs)	20%	5.0%
Financial Resources 10%	Educational Expenditures per Student (Ave-2 yrs:instrctn,rsrch,stdnt srv, related educnln)	100%	10.0%
Alumni Giving 5%	Alumni Giving Rate (2 yr ave)	100%	5.0%
100%			100.0%

Salisbury UNIVERSITY



East Campus Complex

- University Police
- Public Access Channel 14
- Lower Shore Child Care Resource Center
- Nabb Research Center
- Small Business Development Center

EAST CAMPUS

MAIN CAMPUS

Map Key:

- Academic & Administrative Facilities
- Athletic Facilities
- Parking
- Residential & Dining Facilities
- ◆ Bus Stop

**UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Salisbury University**

Fall												Change From	
Fall Student Data	Actual	Projections										Fall 2008 to Fall 2018	
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Number	Percent
Headcount Total	7,868	7,959	8,024	8,089	8,155	8,220	8,285	8,350	8,416	8,477	8,538	670	8.5%
Undergraduate Total	7,281	7,359	7,424	7,489	7,555	7,620	7,685	7,750	7,816	7,877	7,938	657	9.0%
Full-time	6,662	6,704	6,763	6,822	6,883	6,942	7,001	7,060	7,120	7,176	7,232	570	8.5%
Part-time	619	655	661	667	672	678	684	690	696	701	706	87	14.1%
Grad./First Prof. Total	587	600	600	600	600	600	600	600	600	600	600	13	2.2%
Full-time	242	201	201	201	201	201	201	201	201	201	201	-41	-16.9%
Part-time	345	399	399	399	399	399	399	399	399	399	399	54	15.7%
FTDE Students	6,005	6,089	6,151	6,200	6,251	6,301	6,350	6,401	6,451	6,497	6,544	539	9.0%
FISCAL YEAR												Change From	
Fiscal Year Full-Time Equivalent Data	Est.	Projections										FY 2009 to FY 2019	
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Number	Percent
FTE Students	7,166	7,266	7,340	7,399	7,459	7,519	7,578	7,638	7,698	7,753	7,809	643	9.0%
University Centers	33	70	72	66	66	66	0	0	0	0	0	-33	-100.0%
U at Shady Grove	10	29	38	38	38	38						-10	-100.0%
Hagerstown	23	41	34	28	28	28						-23	-100.0%

Comments: Enrollment model based on no enrollment growth funding.

Completed by: Kara Siegert, Director, University Analysis, Reporting, & Assessment

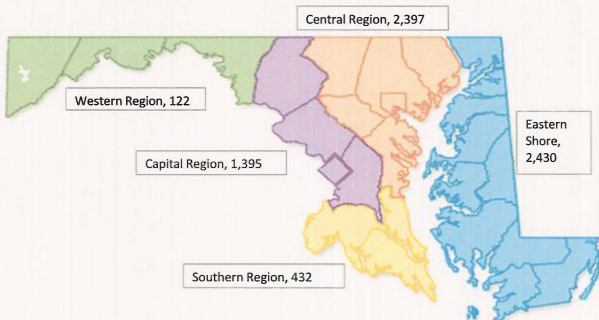
Phone: 410-543-6023

E-Mail: kosiegert@salisbury.edu

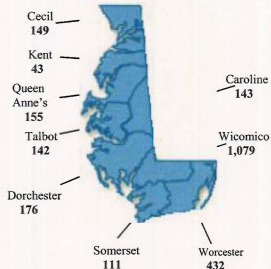
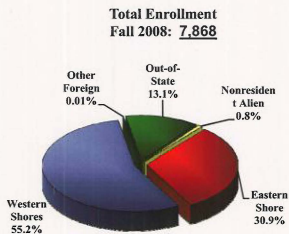
*% Full-time students

Institutional Enrollment and Demographics

Total Maryland Enrollment, Fall 2008: 6,776



Total Eastern Shore Enrollment, Fall 2008: 2,430



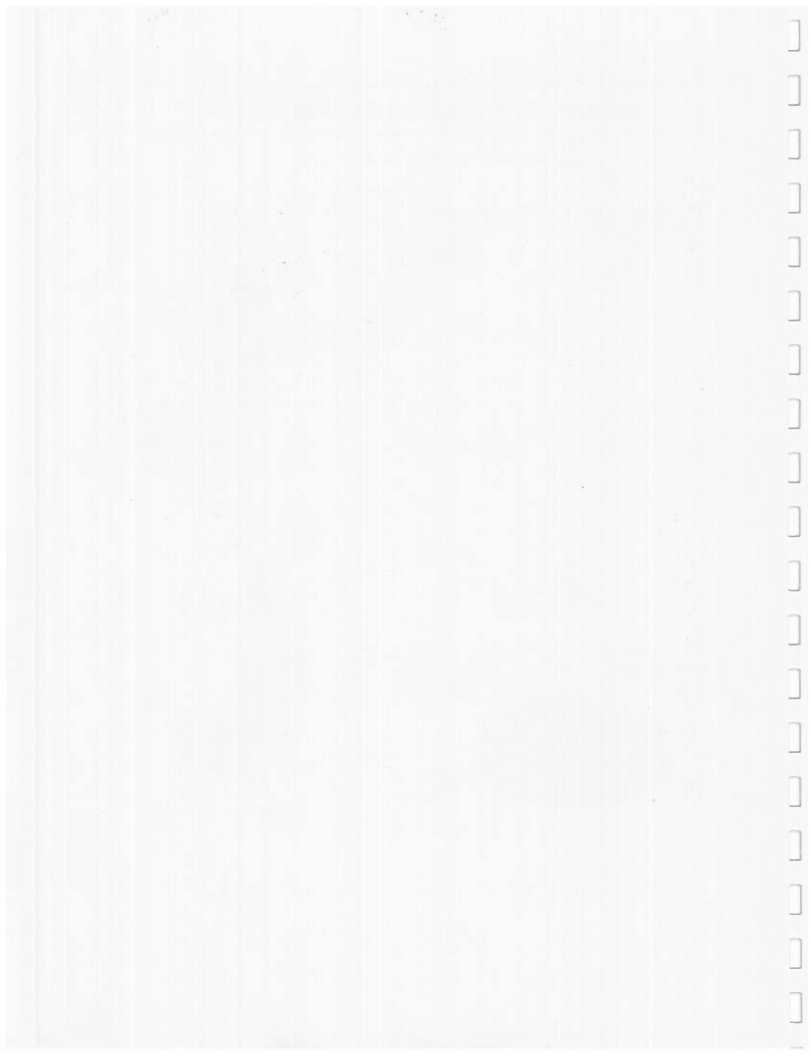


Table 1:

Total Institutional Enrollment: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	6,080	6,942	7,009	7,383	7,581	7,868	1,788
% Annual Growth	1.0%	1.8%	2.8%	5.3%	2.7%	3.8%	29.4%
Total Men	2,541	2,925	2,973	3,192	3,281	3,436	895
% Men	41.8%	42.1%	42.4%	43.2%	43.3%	43.7%	35.2%
Total Women	3,539	4,017	4,036	4,191	4,300	4,432	893
% Women	58.2%	57.9%	57.6%	56.8%	56.7%	56.3%	25.2%
F.T.E.S.	5,122	6,150	6,277	6,631	6,917	7,355	2,233
% Annual Growth	1.7%	3.4%	5.5%	5.6%	4.3%	6.3%	43.6%
Full-Time Students	4,688	5,815	5,982	6,273	6,567	6,904	2,216
Men	2,039	2,516	2,591	2,795	2,920	3,078	1,039
Women	2,649	3,299	3,391	3,478	3,647	3,826	1,177
% Full-Time	76.1%	83.8%	85.3%	85.0%	86.6%	87.7%	47.3%
Average Age of all full-time students	N/A	21.0	21.0	20.9	21.0	20.9	
Part-Time Students	1,392	1,127	1,027	1,110	1,014	964	(428)
Men	502	409	382	397	361	358	(144)
Women	890	718	645	713	653	606	(284)
% Part-Time	22.9%	16.2%	14.7%	15.0%	13.4%	12.3%	-30.7%
Average Age of all part-time students	N/A	29.4	29.5	29.5	29.6	29.8	
Average Student Age	23.8	22.4	22.2	22.2	22.1	22.0	

Figure 1:

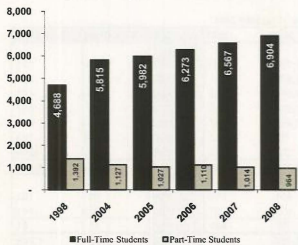
Full-Time and Part-Time
Institutional Enrollment: 1998, 2004-2008

Figure 2:

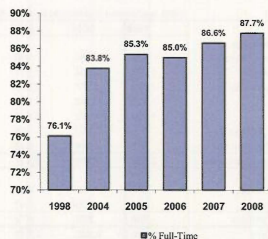
Institutional Enrollment
Percent Full-Time: 1998, 2004-2008

Table 2: Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2008

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien (NRA)		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students ¹	115	-	6	-	35	-	40	-	995	-	3	-	5	-	1,199	-	1,199
%	9.6		0.5		2.9		3.4		83.3		0.3		0.4				
Undergraduates																	
Freshmen	224	3	15	-	61	2	63	1	1,526	16	2	-	9	1	1,900	23	1,923
%	11.9		0.8		3.3		3.3		80.6		0.1		0.5				
Sophomores	173	18	7	-	32	3	41	2	1,293	37	7	-	8	1	1,561	61	1,622
%	11.8		0.4		2.2		2.7		82.5		0.4		0.6				
Juniors	177	31	8	-	44	2	42	2	1,371	64	11	-	20	-	1,673	99	1,772
%	11.9		0.5		2.6		2.5		81.9		0.6		1.1				
Seniors	126	16	3	-	30	3	29	3	1,214	127	16	2	27	10	1,447	161	1,608
%	9.2		0.2		2.1		2.0		85.4		1.1		2.3				
Second Bachelor's	6	2	1	-	3	1	3	1	53	19	8	-	2	1	76	24	100
%	8.2		1.0		4.1		4.1		74.2		8.1		3.0				
Subtotal	708	70	34	-	170	11	178	9	5,457	263	44	2	66	13	6,657	368	7,025
Unclassified/ Non-Degree	1	62	-	2	-	17	-	4	4	153	-	1	-	12	5	251	256
%	709	132	34	2	178	28	178	13	5,461	416	44	3	66	25	6,662	619	7,281
%	11.7		0.5		2.8		2.7		81.7		0.6		1.2				
Graduates																	
Degree-seeking	29	12	2	1	3	2	3	4	181	233	17	1	3	3	238	256	494
Non-Degree	-	8	-	-	-	1	-	-	4	77	-	-	-	3	4	89	93
Total Graduates	29	20	2	1	3	3	3	4	186	310	16	1	3	6	242	345	587
%	8.5		0.5		1.0		1.2		85.8		2.9		1.5				
GRAND TOTAL	738	152	36	3	173	31	181	17	5,647	726	60	4	69	31	6,904	964	7,868
%	11.5		0.5		2.6		2.5		82.0		0.8		1.3				

Notes:

First-time students are included in freshmen and sophomore figures as appropriate.
Percentage of African-American through White plus Nonresident Alien are a percentage of the known population. Percentage of Unknown is a percentage of the total population.

Table 2.1 Total Institutional Enrollment by Classification: 1998, 2004-2008

	1998	2004	2005	2006	2007	2008	4-Yr. Chng	10-Yr. Chng
Undergraduates								
First-Time Students ¹	928	986	968	1,033	1,150	1,199	213	271
Total Freshmen	1,398	1,584	1,577	1,679	1,761	1,923	339	525
Total Sophomores	1,182	1,377	1,503	1,610	1,583	1,622	245	440
Juniors	1,235	1,563	1,506	1,677	1,725	1,772	209	537
Seniors	1,204	1,393	1,449	1,454	1,557	1,608	215	404
Second Bachelor's		105	106	99	100	100	(5)	100
Unclassified/Non-Degree	515	344	296	272	215	256	(88)	(259)
Total Undergraduates	5,534	6,366	6,437	6,791	6,941	7,281	915	1,747
Graduates								
Degree-seeking	312	401	432	434	513	494	93	182
Non-Degree	234	175	140	158	127	93	(82)	(141)
Total Graduates	546	576	572	592	640	587	11	41
Grand Total	6,080	6,942	7,009	7,383	7,581	7,868	926	1,788

Table 2.2 Total Institutional Enrollment by Sex and Status: Fall 2008

	Full-Time		Part-Time		Total	
	Male	Female	Male	Female	Male	Female
Undergraduates:						
Degree-seeking, first-time students	504	695	-	-	504	695
Other first-year, degree-seeking	370	331	13	10	383	341
All other degree-seeking	2,127	2,630	129	216	2,256	2,846
Total degree-seeking undergraduates	3,001	3,656	142	226	3,143	3,882
Non-degree seeking undergraduates	3	2	120	131	123	133
Total undergraduates	3,004	3,658	262	357	3,266	4,015
Graduates:						
Degree-seeking, first-time	14	52	7	16	21	68
All other degree-seeking	60	112	63	170	123	282
Non-degree seeking	-	4	26	63	26	67
Total Graduate	74	168	96	249	170	417
Grand Total	3,078	3,826	358	606	3,436	4,432

Figure 3: Full-time and Part-time Institutional Enrollment: 1998, 2004-2008

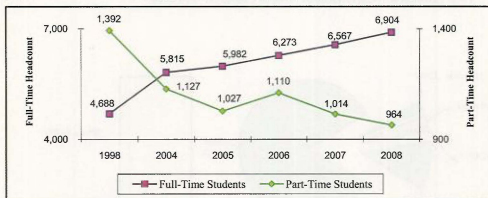


Figure 4: Total Institutional Enrollment Since 1981

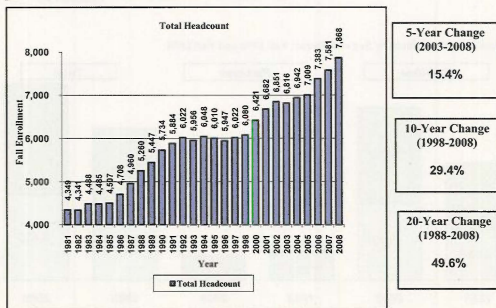


Table 3:

Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2008

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent Of Known
	Male	Female	Male	Female	Male	Female			
African-American	357	381	52	100	409	481	890	11.3%	11.5%
American Indian	18	18	1	2	19	20	39	0.5%	0.5%
Asian/Pacific Islander	89	84	15	16	104	100	204	2.6%	2.6%
Hispanic	85	96	8	9	93	105	198	2.5%	2.5%
White	2,476	3,171	267	459	2,743	3,630	6,373	81.0%	82.0%
Nonresident Alien	21	39	-	4	21	43	64	0.8%	0.8%
SUBTOTAL	3,046	3,789	343	590	3,389	4,379	7,768	98.7%	100.0%
Unknown	32	37	15	16	47	53	100	1.3%	
TOTAL	3,078	3,826	358	606	3,436	4,432	7,868	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity percentage of the known race/ethnicity population.

Figure 5:

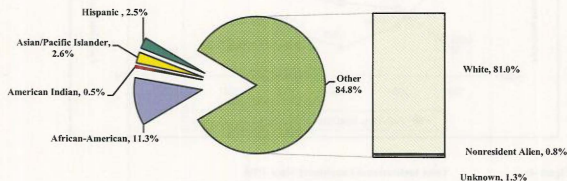
Total Institutional Enrollment by Race & Ethnicity: Fall 2008

Figure 6: Total Institutional Enrollment by Sex and Status: Fall 1998 and Fall 2008

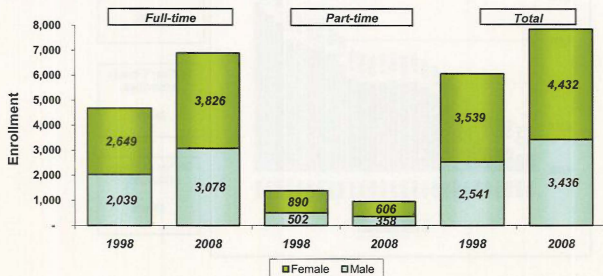


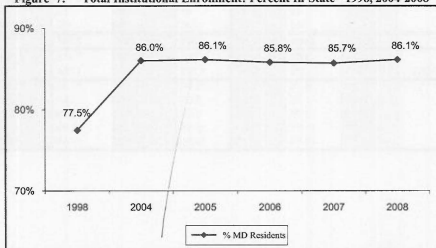
Table 4:

Total Institutional Demographics: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	6,080	6,942	7,009	7,383	7,581	7,868	1,788
Total Residing on Campus	1,706	1,704	1,690	1,700	1,730	1,750	44
Total Commuters	4,374	5,238	5,319	5,683	5,851	5,851	1,477
% Residing On Campus	28.1%	24.5%	24.1%	23.0%	22.8%	22.2%	
MD Residents	4,710	5,969	6,036	6,334	6,495	6,776	2,066
% MD Residents	77.5%	86.0%	86.1%	85.8%	85.7%	86.1%	
Out-of-State	1,318	928	927	986	1,032	1,027	(291)
Nonresident Alien	45	43	43	60	52	64	19
Other ¹	7	2	3	3	2	1	(6)
African-American	497	669	703	773	835	890	393
American Indian	17	21	20	27	42	39	22
Asian/Pacific Islander	91	170	173	176	196	204	113
Hispanic	55	154	166	184	179	198	143
Nonresident Alien	45	43	43	60	52	64	19
White	5,185	5,490	5,580	5,897	6,107	6,373	1,188
Unknown	190	395	324	266	170	100	(90)
Total	6,080	6,942	7,009	7,383	7,581	7,868	1,788
Total Known Minority	660	1,014	1,062	1,160	1,252	1,331	671
Total Known Min + NRA	705	1,057	1,105	1,220	1,304	1,395	690
Known Minority	11.2%	15.5%	15.9%	16.3%	16.9%	17.1%	
Minority + Nonresident Alien	12.0%	16.1%	16.5%	17.1%	17.6%	18.0%	
Unknown	3.1%	5.7%	4.6%	3.6%	2.2%	1.3%	
Average Age of all students	23.7	22.4	22.2	22.2	22.1	22.0	

NOTE: ¹Students with "OTHER" residence, see Glossary.

Figure 7: Total Institutional Enrollment: Percent In-State - 1998, 2004-2008



**Total Enrollment by Career and Race
Fall 1988, 1998, 2004 - 2008**

Table 4.1

	FA 1988	FA 1998	FA 2004	FA 2005	FA 2006	FA 2007	FA 2008	10-yr chng
Undergraduate								
Black	320	458	621	645	721	782	841	383
American Indian	4	16	20	20	26	40	36	20
Asian	39	83	167	167	173	191	198	115
Hispanic	19	51	146	160	175	169	191	140
White	4,304	4,716	5,019	5,110	5,406	5,565	5,877	1,161
Nonresident Alien (NRA)	15	29	31	34	43	41	47	18
Unknown	14	181	362	301	247	153	91	(90)
Subtotal	4,715	5,534	6,366	6,437	6,791	6,941	7,281	1,747
Total Known Minority	382	608	954	992	1,095	1,182	1,266	658
Total Known Minority + NRA	397	637	985	1,026	1,138	1,223	1,313	676
% Black	6.8%	8.6%	10.3%	10.5%	11.0%	11.5%	11.7%	83.6%
% Asian	0.8%	1.6%	2.8%	2.7%	2.6%	2.8%	2.8%	138.6%
% Hispanic	0.4%	1.0%	2.4%	2.6%	2.7%	2.5%	2.7%	274.5%
% Known Minority	8.1%	11.4%	15.9%	16.2%	16.7%	17.4%	17.6%	24.6%
% Min + NRA	8.4%	11.9%	16.4%	16.7%	17.4%	18.0%	18.3%	106.1%
Graduate Enrollment								
Black	38	39	48	58	52	53	49	10
American Indian	-	1	1	-	1	2	3	2
Asian	2	8	3	6	3	5	6	(2)
Hispanic	2	4	8	6	9	10	7	3
White	498	469	471	470	491	542	496	27
Nonresident Alien	5	16	12	9	17	11	17	1
Unknown	-	9	33	23	19	17	9	-
Subtotal	545	546	576	572	592	640	587	41
Total Known Minority	42	52	60	70	65	70	65	13
Total Known Minority + NRA	47	68	72	79	82	81	82	14
% Black	7.0%	7.3%	8.8%	10.6%	9.1%	8.5%	8.5%	25.6%
% Asian	0.4%	1.5%	0.6%	1.1%	0.5%	0.8%	1.0%	-25.0%
% Hispanic	0.4%	0.7%	1.5%	1.1%	1.6%	1.6%	1.2%	75.0%
% Known Minority	7.7%	9.7%	11.0%	12.8%	11.3%	11.2%	11.2%	5.8%
% Minority + NRA	8.6%	12.7%	13.3%	14.4%	14.3%	13.0%	14.2%	20.6%
Total Enrollment								
Black	358	497	669	703	773	835	890	393
American Indian	4	17	21	20	27	42	39	22
Asian	41	91	170	173	176	196	204	113
Hispanic	21	55	154	166	184	179	198	143
White	4,802	5,185	5,490	5,580	5,897	6,107	6,373	1,188
Nonresident Alien	20	45	43	43	60	52	64	19
Unknown	14	190	395	324	266	170	100	(90)
Subtotal	5,260	6,080	6,942	7,009	7,383	7,581	7,868	1,788
Total Known Minority	424	660	1,014	1,062	1,160	1,252	1,331	671
Total Known Minority + NRA	444	705	1,057	1,105	1,220	1,304	1,395	690
% Black	6.8%	8.4%	10.2%	10.5%	10.2%	11.3%	11.5%	79.1%
% Asian	0.8%	1.5%	2.6%	2.6%	2.5%	2.6%	2.6%	124.2%
% Hispanic	0.4%	0.9%	2.4%	2.5%	2.6%	2.4%	2.5%	260.0%
% Known Minority	8.1%	11.2%	15.5%	15.9%	16.3%	16.9%	17.1%	22.9%
% Minority + NRA	8.5%	12.0%	16.1%	16.5%	17.1%	17.6%	18.0%	97.9%

Table 5: Total Institutional Enrollment by Age and Sex: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008
Total Headcount	6,080	6,942	7,009	7,383	7,581	7,868
Total 20 and Younger ¹	2,750	3,230	3,322	3,478	3,617	3,885
Men	1,135	1,340	1,430	1,482	1,519	1,626
Women	1,615	1,890	1,892	1,996	2,098	2,259
% 20 and Younger	45.2%	46.5%	47.4%	47.1%	47.7%	49.4%
Total 21-24 Yrs Old ²	2,109	2,699	2,724	2,911	2,972	2,974
Men	974	1,273	1,224	1,381	1,446	1,477
Women	1,135	1,426	1,500	1,530	1,526	1,497
% 21-24	34.7%	38.9%	38.9%	39.4%	39.2%	37.8%
Total 25-29 Yrs Old	503	428	427	435	457	496
Men	201	160	167	176	176	193
Women	302	268	260	259	281	303
% 25-29	8.3%	6.2%	6.1%	5.9%	6.0%	6.3%
Total 30-34 Yrs Old	242	219	178	185	179	166
Men	88	64	57	57	53	47
Women	154	155	121	128	126	119
% 30-34	4.0%	3.2%	2.5%	2.5%	2.4%	2.1%
Total 35-39 Yrs Old	167	120	125	114	108	116
Men	52	26	40	32	35	37
Women	115	94	85	82	73	79
% 35-39	2.7%	1.7%	1.8%	1.5%	1.4%	1.5%
Total 40-49 Yrs Old	227	154	156	182	165	140
Men	59	36	33	41	27	27
Women	168	118	123	141	138	113
% 40-49	3.7%	2.2%	2.2%	2.5%	2.2%	1.8%
Total 50-59 Yrs Old	59	68	63	63	62	72
Men	21	16	15	14	15	20
Women	38	52	48	49	47	52
% 50-59	1.0%	1.0%	0.9%	0.9%	0.8%	0.9%
Total 60 and older	23	24	14	15	21	19
Men	11	10	7	9	10	9
Women	12	14	7	6	11	10
% 60 and older	0.4%	0.3%	0.2%	0.2%	0.3%	0.2%
Average Age						
ALL STUDENTS	N/A	22.4	22.2	22.2	22.1	22.0
Men	N/A	21.8	21.7	21.7	21.6	21.6
Women	N/A	22.8	22.6	22.6	22.5	22.3

% 21 & Older

2004 2008
54.8% 50.6%

NOTES: ¹Prior to 2000, this category only accounted for students less than 20 years old

²Prior to 2000, this category accounted for students between the ages of 20 and 24

Table 6:

Total Institutional Enrollment by State: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	% of Total Enrl from Top States	% Change Since 2004	10-yr chng
Total Headcount	6,079	6,942	7,009	7,383	7,581	7,868		13.3%	29.4%
Alabama	-	1	-	-	-	-			
Arizona	-	-	-	2	1	3			
Arkansas	-	-	-	-	-	1			
California	3	9	5	6	7	4			
Colorado	2	-	2	1	3	3			
Connecticut	24	16	15	15	21	22			
Delaware	231	154	171	182	193	200	2.5%	29.9%	-13.4%
District of Columbia	6	14	12	13	17	10			
Florida	6	6	6	7	9	8			
Georgia	2	2	-	1	-	-			
Hawaii	2	-	1	-	-	-			
Illinois	3	2	1	2	2	5			
Iowa	1	-	-	1	1	-			
Kansas	-	-	-	-	-	1			
Kentucky	-	-	-	1	1	-			
Maine	1	6	3	4	4	4			
Maryland	4,710	5,969	6,036	6,334	6,495	6,776	86.1%	13.5%	43.9%
Massachusetts	4	6	5	5	9	5			
Michigan	4	2	3	3	1	3			
Minnesota	-	2	2	1	1	1			
Missouri	-	1	1	1	1	1			
Montana	1	1	-	-	-	-			
Nebraska	1	1	1	1	1	1			
New Hampshire	1	2	2	3	5	7			
New Jersey	443	337	351	371	370	376	4.8%	11.6%	-15.1%
New Mexico	1	-	-	-	-	-			
New York	282	153	137	161	162	161	2.0%	5.2%	-42.9%
North Carolina	4	2	3	8	14	9			
North Dakota	4	-	-	-	-	-			
Ohio	8	3	2	1	3	6			
Oregon	-	1	-	-	-	-			
Pennsylvania	143	117	104	95	96	91	1.2%	-22.2%	-36.4%
Rhode Island	-	-	-	1	3	1			
South Carolina	-	1	1	1	1	-			
South Dakota	3	-	-	-	-	-			
Tennessee	1	1	-	2	2	1			
Texas	3	1	1	-	3	4			
Utah	1	-	-	-	-	1			
Vermont	1	3	2	2	3	2			
Virginia	123	78	90	88	93	92	1.2%	17.9%	-25.2%
Washington	1	-	-	1	-	-			
West Virginia	4	4	3	4	3	2			
Wisconsin	-	2	2	1	1	2			
Wyoming	-	-	1	1	1	-			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	2	-	-	-	-	-			
Foreign Countries/NRA	45	43	43	60	52	64	0.8%	48.8%	42.2%
Other	7	2	3	3	2	1			

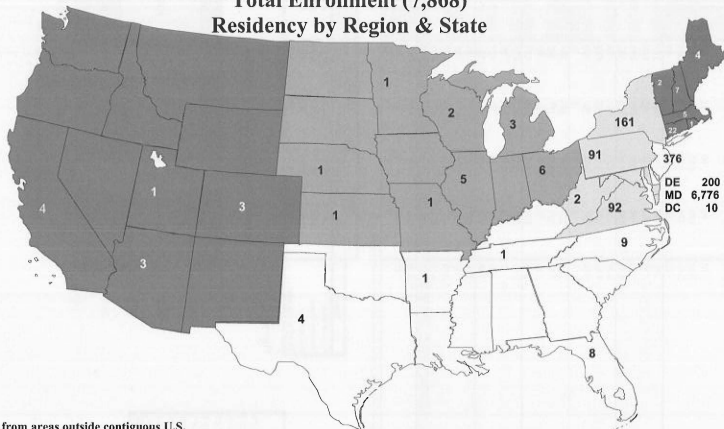
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details.

Figure 8:

FALL 2008
Total Enrollment (7,868)
Residency by Region & State

B-8.0



Enrollments from areas outside contiguous U.S.

Nonresident Aliens: 64
 US citizens with foreign address: 1

Table 7:

Total Institutional Enrollment by County of Residence: 1998, 2004-2008

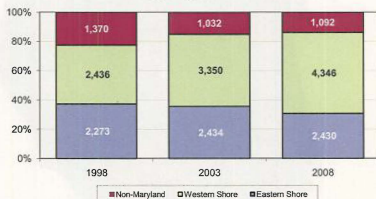
Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	6,079	6,942	7,009	7,383	7,581	7,868	1,789
Allegany	10	10	10	12	13	13	3
Anne Arundel	451	575	614	624	618	617	166
Baltimore	370	474	488	523	541	570	200
Baltimore City	23	50	49	50	69	76	53
Calvert	68	167	177	159	172	167	99
Caroline	96	104	134	130	143	143	47
Carroll	133	196	204	251	264	283	150
Cecil	103	133	124	128	150	149	46
Charles	100	132	129	126	138	161	61
Dorchester	163	161	159	155	174	176	13
Frederick	164	231	253	257	280	302	138
Garrett	7	8	6	6	6	4	(3)
Harford	252	303	297	340	354	405	153
Howard	182	335	352	376	392	446	264
Kent	30	37	45	47	40	43	13
Montgomery	286	577	617	636	676	764	478
Prince George's	260	304	334	323	338	329	69
Queen Anne's	72	124	105	113	139	155	83
St. Mary's	70	87	80	98	101	104	34
Somerset	188	138	117	134	139	111	(77)
Talbot	114	119	120	121	131	142	28
Washington	60	127	128	117	102	105	45
Wicomico	1,029	1,137	1,077	1,135	1,080	1,079	50
Worcester	478	440	417	473	435	432	(46)
Total for MD	4,709	5,969	6,836	6,334	6,495	6,776	2,067
Out-of-State	1,316	928	927	986	1,032	1,027	(291)
Nonresident Alien	45	43	43	60	52	64	19
Other Foreign	7	2	3	3	2	1	(6)

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details.

Region	1998		2003		2008	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	2,273	37.4%	2,434	35.1%	2,430	30.9%
Western Shore	2,436	40.1%	3,350	48.3%	4,346	55.2%
Out-of-State	1,318	21.7%	966	13.9%	1,027	13.1%
NRA/Foreign addr	52	0.9%	66	1.0%	65	0.8%

Figure 9

Institutional Enrollment by County of Residence:
1998, 2003, 2008

Primary Feeder Counties & Percentages based on MD Total	
Wicomico	15.9%
Montgomery	11.3%
Anne Arundel	9.1%
Baltimore	8.4%
Toward	6.6%
Worcester	6.4%
Harford	6.0%
Prince George's	4.9%
Frederick	4.5%
Carroll	4.2%
TOTAL	77.1%

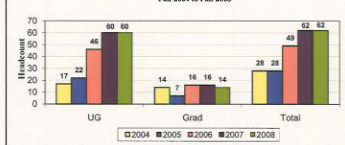
Table B:

Enrollment by Country of Origin Fall 2008

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Argentina	1	-	1	-	-	-	1
Australia	1	-	1	-	-	-	1
Bahamas	2	-	2	1	-	1	3
Belarus	6	4	10	-	-	-	10
Brazil	2	-	2	-	-	-	2
British Virgin Islands	5	-	5	-	-	-	5
Cameroon	7	1	8	-	-	-	8
Canada	5	-	5	3	1	4	9
Chile	4	1	5	-	-	-	5
China	1	-	1	1	-	1	2
Colombia	1	-	1	-	-	-	1
Cuba	1	-	1	-	-	-	1
Dominican Republic	1	-	1	-	-	-	1
Ecuador	1	-	1	-	-	-	1
Egypt	1	-	1	-	-	-	1
Ethiopia	6	-	6	-	-	-	6
France	-	-	-	3	-	3	3
Gambia	1	1	2	-	-	-	2
Germany	-	-	-	4	-	4	4
Ghana	8	-	8	-	-	-	8
Great Britain	5	-	5	-	-	-	5
Guatemala	1	-	1	-	-	-	1
Guyana	1	-	1	-	-	-	1
Haiti	4	1	5	-	-	-	5
Hungary	1	-	1	-	-	-	1
India	3	1	4	1	-	1	5
Indonesia	-	1	1	1	-	1	2
Ireland	1	-	1	-	-	-	1
Islamic Republic of Iran	-	1	1	-	-	-	1
Israel	1	-	1	-	-	-	1
Jamaica	1	1	2	-	-	-	2
Japan	2	2	4	-	-	-	4
Korea	-	1	1	1	-	1	2
Latvia	2	-	2	-	-	-	2
Liberia	6	1	7	-	-	-	7
Lithuania	-	3	3	-	1	1	4
Madagascar	1	-	1	-	-	-	1
Malaysia	1	-	1	-	-	-	1
Mexico	2	-	2	-	-	-	2
Moldova	2	2	4	-	-	-	4
Myanmar	1	-	1	-	-	-	1
Nepal	-	1	1	-	1	1	2
Netherlands	2	-	2	-	-	-	2
Nicaragua	1	-	1	-	-	-	1
Nigeria	8	1	9	-	-	-	9
Peru	2	-	2	-	-	-	2
Philippines	1	-	1	-	-	-	1
Poland	-	2	2	1	-	1	3
Republic of Korea	10	-	10	-	-	-	10
Romania	1	2	3	1	-	1	4
Russian Federation	16	-	16	-	-	-	16
Sierra Leone	3	1	4	-	-	-	4
Slovakia	-	1	1	-	-	-	1
South Africa	3	-	3	-	-	-	3
Sudan	-	1	1	-	-	-	1
Taiwan, Province of China	1	-	1	-	-	-	1
Togo	1	-	1	-	-	-	1
Trinidad and Tobago	1	-	1	-	-	-	1
Ukraine	-	1	1	-	-	-	1
Venezuela	1	-	1	-	-	-	1
Zimbabwe	2	-	2	-	-	-	2
Subtotal, Foreign Countries	146	27	171	18	3	20	194
United States	6,519	560	7,108	224	342	566	7,674
Student total, including Other	6,662	619	7,279	242	345	586	7,868
Country total, including US			69			14	82

Figure 10:

Number of Source Countries for Salusbury University Students Fall 2004 to Fall 2008



Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2008</i>	<i>Percent Growth</i>
Accounting	7	151	282	87%
Art (Fine)	7	6	196	3167%
Communication Arts	3	441	501	14%
Conflict Resolution	4	20	52	160%
Early Childhood Education	6	3	170	5567%
English (Graduate)	3	25	34	36%
Environmental Issues	4	2	48	2300%
Exercise Science	6	37	235	535%
Finance	6	14	207	1379%
International Studies	6	2	61	2950%
Physical Education	3	163	171	5%
Psychology	5	289	369	28%
Respiratory Therapy	7	24	88	267%
Fulton School of Liberal Arts	12	1,276	2,081	63%
Henson School of Science & Technology	5	1,258	1,505	20%
Seidel School of Education	5	1,159	1,375	19%

<i>Programs/Schools DECLINING for</i>	<i>Trend Length</i>	<i>Majors at the Start</i>	<i>Majors in</i>	<i>Percent</i>
Art	4	179	47	-74%
Mathematics	4	113	82	-27%
Spanish	3	46	26	-43%

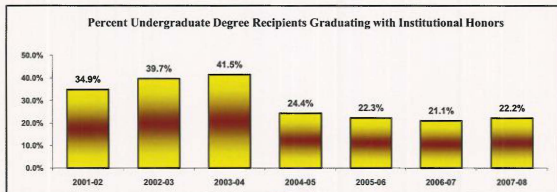




Table 1: Institutional Enrollment by School & Discipline: Fall 1998, Fall 2004 to Fall 2008

School and Degree Program	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change ¹ 2004 to 2008	1 Year ² Change	3-Year Average	10-yr ³ chng
UNDERGRADUATE										
Fulton School of Liberal Arts										
Art	93	179	112	77	74	47	-73.7%	-38.5%	66	-49.5%
Art (B.F.A.)	4	22	93	151	172	196	791%	14.0%	173	4800.0%
Communication Arts	383	451	441	478	485	501	11%	3.3%	487	30.0%
Conflict Resolution	-	20	33	36	45	52	160%	15.0%	44	-
English	130	168	174	183	194	184	9.5%	-5.2%	187	41.5%
English for Speakers of Other Languages	-	-	-	4	4	6	-	0.0%	-	-
Environmental Issues	-	2	9	18	33	48	2300%	45.0%	33	-
French	7	8	5	4	6	8	-	0.0%	-	-
History	144	240	213	221	214	224	-6.7%	4.7%	220	55.6%
Interdisciplinary Studies	-	84	89	80	91	76	-10%	-16.5%	82	-
International Studies	-	27	37	41	52	61	126%	17.3%	51	-
Liberal Studies ⁴	93	2	1	-	-	-	-	-	-	-
Music	35	29	29	37	44	46	37.9%	-9.1%	40	14.3%
Philosophy	23	35	37	47	42	29	-17%	-31.0%	39	26.1%
Political Science	112	126	123	126	120	135	7%	12.5%	127	20.5%
Psychology	241	292	296	334	359	369	26%	2.8%	354	53.1%
Sociology	35	42	41	51	57	53	26.2%	7.0%	54	51.4%
Spanish	18	41	46	39	34	26	-37%	-23.5%	33	44.4%
Theatre	-	35	29	26	24	26	-26%	8.3%	25	-
Subtotal	1,318	1,803	1,888	1,950	2,050	2,081	15.4%	1.5%	2,027	57.9%
Henson School of Science & Technology										
Biology	563	391	408	463	482	513	31.2%	11.9%	479	-8.9%
Chemistry	51	70	67	93	86	81	16%	-5.8%	87	58.8%
CLS/Medical Technology	38	35	39	34	38	36	3%	0.9%	35	-5.3%
Computer Science	-	113	89	90	81	90	-29%	11.1%	84	-
Environmental Health	40	25	17	16	19	16	-59%	0.0%	-	-
Geography	66	80	75	83	110	100	25%	-9.1%	98	51.5%
Mathematics	131	113	105	97	96	82	-27%	-14.6%	92	-37.4%
Nursing	206	403	428	421	418	453	12%	8.4%	431	117.8%
Physical Science ⁵	-	-	-	-	-	-	-	0.0%	-	-
Physics	53	70	62	40	42	52	-26%	23.8%	45	-1.9%
Respiratory Therapy	41	43	54	70	73	88	109%	20.5%	77	114.6%
Subtotal	1,191	1,343	1,344	1,397	1,423	1,505	12.1%	5.8%	1,442	26.4%
Purdue School of Business										
Accounting	179	202	220	255	268	282	39.6%	6.6%	268	57.5%
Business Administration	796	527	587	636	623	572	9%	-8.2%	610	-28.1%
Economics	18	25	23	32	36	36	44%	0.0%	35	100.0%
Finance	-	111	138	149	171	207	86%	21.1%	176	-
Information Systems	133	97	80	83	81	71	-26.8%	-12.3%	78	-46.6%
Management	-	155	136	230	220	247	59%	7.4%	236	-
Marketing	-	164	191	254	275	263	60%	-4.4%	264	-
Subtotal	1,126	1,281	1,434	1,639	1,682	1,678	31.0%	-0.2%	1,666	49.0%
Seidel School of Education & Professional Studies										
Athletic Training	-	80	85	106	129	124	55.0%	-3.9%	120	-
Early Childhood Education	-	90	117	135	158	170	89%	7.0%	154	-
Elementary Education	642	538	502	458	430	448	-17%	4.2%	445	-30.2%
Exercise Science	-	86	149	207	231	235	140%	1.7%	224	-
Health Education	-	20	24	17	25	31	55.0%	24.0%	24	-
Physical Education	285	182	163	167	168	171	-6%	1.8%	169	-40.0%
Social Work	159	170	160	160	159	196	15%	23.3%	172	23.3%
Subtotal	1,086	1,178	1,200	1,250	1,300	1,375	16.7%	5.8%	1,308	26.6%
Undeclared ⁶	397	417	355	283	271	386	-7.4%	42.4%	313	-2.8%
Non-Degree seeking ⁷	416	344	296	272	215	256	-25.6%	19.1%	248	-38.5%
TOTAL Undergraduate	5,534	6,366	6,431	6,791	6,941	7,281	14.4%	4.7%	7,054	31.8%
GRADUATE										
Applied Health Physiology	-	18	24	25	24	38	111.1%	58.3%	29	-
Business Administration	71	79	72	86	93	73	-8%	-21.5%	84	2.8%
Education	112	91	108	96	103	89	-2%	-13.6%	96	-20.5%
Education, MS in Math	-	10	12	12	18	18	-	-	-	-
Education, MA in Teaching	11	12	15	5	17	11	-	-	-	-
Education, Reading Specialist	-	10	21	23	28	26	160.0%	-7.1%	26	-
Educational Leadership	27	19	23	32	29	29	53%	-	30	7.4%
English	28	25	25	31	33	34	36%	3.0%	33	21.4%
Geographic Info Sys & Public Admin	13	18	19	16	10	9	-	-	-	-
History	13	18	19	16	20	14	-	-	-	-
Nursing	35	27	20	17	21	20	-	-	-	-
Psychology ⁸	18	-	-	-	-	-	-	-	-	-
Social Work	-	91	93	91	117	133	46%	13.7%	114	-
Undeclared	-	1	-	-	-	-	-	-	-	-
Non-degree, Post-Masters Certificate (FMNP)	-	-	-	2	4	1	-	-	-	-
Other Non-degree seeking	229	175	140	156	123	92	-47%	-25.2%	124	-59.8%
TOTAL Graduate	544	576	572	592	640	587	1.3%	-8.0%	606	7.3%

¹Percent change is not provided for programs with an average of 20 students or less.

²Degree Seeking students, major undeclared.

³Non-degree seeking students.

⁴Program Discontinued

Table 2:

Enrollment, Student Credit Hours, and FTES
Winter Terms and Summer Sessions: 1990 to 2008

	Students			Student Credit Hours			FTES ^{1,2}		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1990	1,165	73	1,238	4,544	226	4,770	303	19	322
Winter 1991	1,321	49	1,370	5,251	160	5,411	350	13	363
Winter 1992	1,346	71	1,417	5,130	196	5,326	342	16	358
Winter 1993	1,392	43	1,435	5,330	141	5,471	355	12	367
Winter 1994	1,370	56	1,426	5,198	120	5,318	347	10	357
Winter 1995	1,214	67	1,281	4,570	148	4,718	305	12	317
Winter 1996	1,104	62	1,166	4,129	158	4,287	275	13	288
Winter 1997	996	67	1,063	3,635	195	3,830	242	16	258
Winter 1998	1,063	53	1,116	3,844	126	3,970	256	11	267
Winter 1999	956	46	1,002	3,425	128	3,553	228	11	239
Winter 2000	849	25	874	2,919	70	2,989	195	6	200
Winter 2001	934	53	987	3,310	138	3,448	221	12	232
Winter 2002	1,035	34	1,069	3,745	105	3,850	250	9	258
Winter 2003	1,097	65	1,162	3,995	192	4,187	266	16	282
Winter 2004	1,104	74	1,178	4,137	181	4,318	276	15	291
Winter 2005	1,212	67	1,279	4,424	246	4,670	295	21	315
Winter 2006	1,252	59	1,311	4,388	177	4,565	293	15	307
Winter 2007	1,384	61	1,445	5,174	185	5,359	345	15	360
Winter 2008	1,629	83	1,712	6,033	269	6,302	402	22	425
Summer Sessions									
Summer 1990	864	363	1,227	3,488	1,560	5,048	233	130	363
Summer 1991	888	315	1,203	3,681	1,242	4,923	245	104	349
Summer 1992	859	326	1,185	3,557	1,191	4,748	237	99	336
Summer 1993	804	317	1,121	3,281	1,211	4,492	219	101	320
Summer 1994	783	289	1,072	3,215	1,026	4,241	214	86	300
Summer 1995	837	340	1,177	3,462	1,247	4,709	231	104	335
Summer 1996	776	332	1,108	3,272	1,212	4,484	218	101	319
Summer 1997	859	380	1,239	3,474	1,588	5,062	232	132	364
Summer 1998	826	377	1,203	3,760	1,407	5,167	251	117	368
Summer 1999	820	293	1,113	3,761	1,089	4,850	250	91	341
Summer 2000	768	317	1,085	3,110	1,170	4,280	207	98	305
Summer 2001	744	347	1,091	3,108	1,528	4,636	207	127	334
Summer 2002	885	360	1,245	3,682	1,530	5,212	245	128	373
Summer 2003	938	380	1,318	3,950	1,757	5,707	263	146	409
Summer 2004	999	389	1,388	4,559	1,765	6,324	304	147	451
Summer 2005	1,131	341	1,472	4,850	1,472	6,322	323	123	446
Summer 2006	1,197	314	1,511	5,292	1,383	6,675	353	115	468
Summer 2007	1,169	319	1,488	5,436	1,462	6,898	362	122	484
Summer 2008	1,300	336	1,636	5,909	1,293	7,202	394	108	502

¹UG FTES = (UG Student Credit Hours)/15 ; Grad FTES = (Grad Student Credit Hours)/12

²FTES for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Note: Winter & Summer students/SCHs are not included in annual totals

Figure 1:

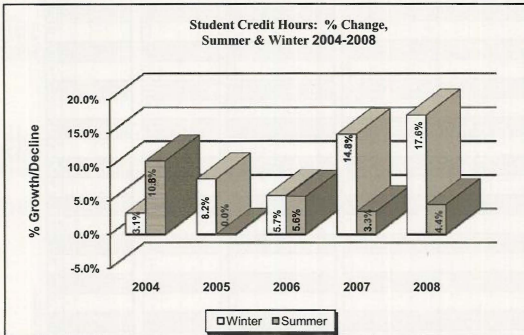


Figure 2:

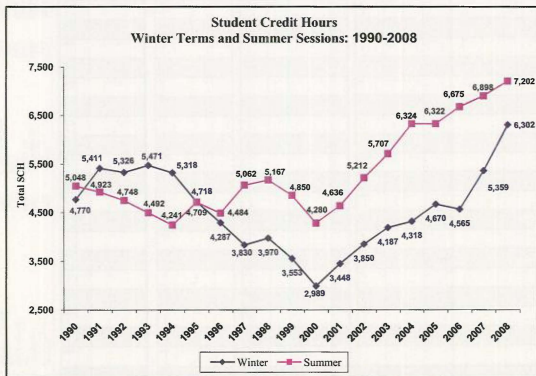


Table 2:

Degrees Awarded by Program and Race: Academic Year 2007-08

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	Nonresident Alien	Unknown	Total
Accounting	-	-	3	2	20	3	2	30
Art	4	-	1	2	14	-	-	21
Art (B.F.A.)	2	1	1	1	32	-	3	40
Athletic Training	-	-	-	1	4	-	1	6
Biology	6	-	2	5	70	1	7	91
Business Administration	1	-	1	1	11	-	-	14
Chemistry	1	-	-	-	11	-	-	12
CLS/Medical Technology	-	-	1	-	7	-	1	9
Communication Arts	13	1	5	5	125	-	6	155
Computer Science	-	-	-	-	5	-	1	6
Conflict Analysis/Dispute Res	1	-	-	-	10	1	2	14
Early Childhood Education	1	-	1	-	31	-	1	34
Economics	-	-	-	-	8	2	-	10
Elementary Education	4	-	1	2	86	-	5	98
English	4	1	1	2	40	-	5	53
English for Speakers of Other Languages	-	-	-	-	1	-	-	1
Environmental Health	-	-	-	-	8	-	-	8
Environmental Issues	-	-	-	-	3	-	-	3
Exercise Science	7	2	2	1	54	1	1	68
Finance	2	-	3	2	52	2	-	61
French	-	-	-	-	3	-	-	3
Geography	-	-	-	-	33	-	1	34
Health Education	-	-	-	-	3	-	-	3
History	1	-	2	1	42	-	4	50
Information Systems	2	-	1	-	24	1	1	29
Interdisciplinary Studies	16	1	2	2	46	-	4	71
International Studies	2	-	-	2	8	-	-	12
Management	6	1	1	1	79	-	3	91
Marketing	6	-	1	-	89	-	4	100
Mathematics	-	-	1	2	25	-	-	28
Music	2	-	-	-	4	-	-	6
Nursing	4	-	-	-	69	1	2	76
Philosophy	1	1	-	1	16	-	-	19
Physical Education	1	-	-	-	28	-	1	30
Physics	-	-	-	-	12	-	1	13
Political Science	2	-	1	1	21	1	-	26
Psychology	11	-	2	1	87	-	5	106
Respiratory Therapy	6	-	2	2	12	-	1	23
Social Work	22	-	2	1	38	-	-	63
Sociology	1	-	-	-	10	-	-	11
Spanish	-	-	-	1	16	-	-	17
Theatre	-	-	-	-	8	-	-	8
TOTAL	129	8	37	39	1,265	13	62	1,553
Masters								
Applied Health Physiology	-	-	-	1	10	-	-	11
Business Administration	-	-	-	-	37	12	-	49
Education	1	-	-	-	45	-	1	47
Educational Leadership	-	-	-	-	14	-	-	14
Education, Math	-	-	-	-	4	-	-	4
Education, Reading Specialist	-	-	-	-	9	-	-	9
Education, Teaching, M.A.	-	-	-	-	11	-	1	12
English	2	-	-	1	18	-	1	22
History	-	-	-	-	7	-	-	7
Nursing	-	-	-	-	8	-	-	8
Social Work	8	-	1	1	27	-	2	39
Psychology	-	-	-	-	-	-	-	-
TOTAL	11	-	1	3	190	12	5	222
GRAND TOTAL	140	8	38	42	1,455	25	67	1,775

Table 2: TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2008

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
45.0201	Anthropology	352	4	356	-	356
50.0701	Art	2,880	1,494	4,374	-	4,374
09.0101	Communication Arts	3,357	1,939	5,296	-	5,296
30.0501	Conflict Analysis & Dispute Re.	924	531	1,455	-	1,455
50.0301	Dance	436	24	460	-	460
23.0101	English	6,207	3,537	9,744	213	9,957
03-0104	Environmental Issues	60	93	153	-	153
16.0901	French	260	108	368	-	368
16.0501	German	116	60	176	-	176
54.0101	History	6,280	2,416	8,696	110	8,806
	Honors	396	382	778	-	778
24.0101	Interdisciplinary Studies	76	-	76	-	76
16.0101	Modern Languages	276	-	276	4	280
50.0901	Music	1,516	130	1,646	-	1,646
50.0903	Music-Applied	269	78	347	-	347
38.0101	Philosophy	1,200	746	1,946	-	1,946
45.1001	Political Science	1,258	848	2,116	-	2,116
42.0101	Psychology	2,040	3,891	5,931	-	5,931
16.0402	Russian	97	-	97	-	97
45.0101	Social Science	-	15	15	-	15
45.1101	Sociology	1,144	616	1,760	-	1,760
16.0905	Spanish	548	544	1,092	-	1,092
50.0501	Theatre	410	153	563	-	563
51.9999	Applied Health Physiology	-	-	-	240	240
26.0101	Biology	6,096	1,688	7,784	17	7,801
40.0501	Chemistry	3,037	326	3,363	-	3,363
51.1005	CLS/Medical Technology	13	271	284	-	284
11.0101	Computer Science	580	289	869	-	869
26.1301	Environmental Health	81	70	151	-	151
45.0701	Geography	2,871	704	3,575	40	3,615
40.0601	Geology	396	-	396	-	396
27.0101	Mathematics	5,852	566	6,418	112	6,530
51.1601	Nursing	-	2,154	2,154	105	2,259
40.0801	Physics	1,376	190	1,566	-	1,566
14.9999	Pre-engineering	24	-	24	-	24
51.0908	Respiratory Therapy	66	958	1,024	-	1,024
52.0301	Accounting	2,235	1,257	3,492	84	3,576
52.0201	Business Administration	186	198	384	55	439
45.0601	Economics	1,728	306	2,034	126	2,160
52.0801	Finance	102	1,764	1,866	39	1,905
11.0401	Information Systems	1,623	1,065	2,688	77	2,765
52.0201	Management	-	2,595	2,595	153	2,748
52.1401	Marketing	-	2,034	2,034	66	2,100
51.0913	Athletic Training	112	258	370	-	370
13.1210	Education, Early Childhood	141	450	591	-	591
13.1202	Education, Elementary	-	2,178	2,178	-	2,178
13.0101	Education, General	501	1,152	1,653	594	2,247
13.1205	Education, Master of Arts in Teaching	-	-	-	72	72
13.1315	Education, Reading	-	-	-	132	132
13.1205	Education, Secondary	-	315	315	-	315
13.0401	Educational Leadership	-	-	-	261	261
31.0505	Exercise Science	397	1,514	1,911	16	1,927
13.1307	Health	628	510	1,138	-	1,138
13.1314	Physical Education	2,903	383	3,286	-	3,286
13.1314	Physical Education, Teacher Education	761	402	1,163	-	1,163
44.0701	Social Work	204	1,721	1,925	1,401	3,386
24.0101	General Studies	42	255	297	81	378
	Military Science	6	-	6	-	6
TOTAL STUDENT CREDIT HOURS		62,073	43,182	105,255	4,058	109,313
GRAND TOTAL FTES		4,138.2	2,878.8	7,017.0	338.2	7,355.2
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.		FTES by Course Level Proportion Day 76.1% Proportion Night 14.6% Proportion Unknown 3.2%				

Table 3:

**DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2008**

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,350	621	1,971	15	1,986
45.0201	Anthropology	232	-	232	-	232
50.0701	Art	2,504	1,164	3,668	-	3,668
51.0913	Athletic Training	112	190	302	-	302
26.0101	Biology	5,364	1,608	6,972	17	6,989
52.0201	Business Administration	-	99	99	9	108
40.0501	Chemistry	2,780	305	3,085	-	3,085
51.1005	CLS/Medical Technology	13	270	283	-	283
09.0101	Communication Arts	2,536	1,564	4,100	-	4,100
11.0101	Computer Science	580	284	864	-	864
30.0501	Conflict Analysis & Dispute Re.	924	412	1,336	-	1,336
50.0301	Dance	436	24	460	-	460
45.0601	Economics	984	267	1,251	6	1,257
13.1210	Education, Early Childhood	141	189	330	-	330
13.1202	Education, Elementary	-	1,401	1,401	-	1,401
13.0101	Education, General	333	969	1,302	-	1,302
13.1205	Education, Master of Arts in Teaching	-	-	-	27	27
13.1205	Education, Secondary	-	159	159	-	159
23.0101	English	4,931	2,752	7,683	21	7,704
26.1301	Environmental Health	81	70	151	-	151
03.0104	Environmental Issues	60	81	141	-	141
31.0505	Exercise Science	397	1,317	1,714	16	1,730
52.0801	Finance	102	1,095	1,197	-	1,197
16.0901	French	256	44	300	-	300
45.0701	Geography	2,727	687	3,414	4	3,418
40.0601	Geology	396	-	396	-	396
16.0501	German	116	32	148	-	148
13.1307	Health	628	486	1,114	-	1,114
54.0101	History	5,248	2,392	7,640	41	7,681
	Honors	396	342	738	-	738
11.0401	Information Systems	891	858	1,749	3	1,752
24.0101	Interdisciplinary Studies	73	-	73	-	73
52.0201	Management	-	1,821	1,821	15	1,836
52.1401	Marketing	-	1,305	1,305	6	1,311
27.0101	Mathematics	5,372	537	5,909	70	5,979
	Military Science	6	-	6	-	6
16.0101	Modern Languages	124	-	124	4	128
50.0901	Music	1,380	113	1,493	-	1,493
50.0903	Music-Applied	113	-	113	-	113
51.1601	Nursing	-	2,027	2,027	45	2,072
38.0101	Philosophy	898	656	1,554	-	1,554
13.1314	Physical Education	2,903	294	3,197	-	3,197
13.1314	Physical Education, Teacher Education	761	402	1,163	-	1,163
40.0801	Physics	1,376	190	1,566	-	1,566
45.1001	Political Science	1,012	848	1,860	-	1,860
14.9999	Pre-engineering	24	-	24	-	24
42.0101	Psychology	2,036	3,847	5,883	-	5,883
51.0906	Respiratory Therapy	66	929	995	-	995
16.0402	Russian	97	-	97	-	97
44.0701	Social Work	144	817	961	556	1,517
45.1101	Sociology	1,144	500	1,644	-	1,644
16.0905	Spanish	476	468	944	-	944
50.0501	Theatre	400	140	540	-	540
TOTAL STUDENT CREDIT HOURS		52,913	34,576	87,489	855	88,344
<i>FTES by Course Level</i>						
GRAND TOTAL FTES		3,527.5	2,305.1	5,832.6	71.3	5,903.9
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.						
					Proportion of Total SCH	88.8%

Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2008**

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
52.0301	Accounting	885	636	1,521	69	1,590
45.0201	Anthropology	120	-	120	-	120
51.9999	Applied Health Physiology	-	-	-	222	222
50.0701	Art	376	268	644	-	644
51.0913	Athletic Training	-	44	44	-	44
26.0101	Biology	672	-	672	-	672
52.0201	Business Administration	186	96	282	9	291
40.0501	Chemistry	252	-	252	-	252
09.0101	Communication Arts	724	336	1,060	-	1,060
30.0501	Conflict Analysis & Dispute Re.	-	83	83	-	83
45.0601	Economics	744	39	783	120	903
13.1210	Education, Early Childhood	-	75	75	-	75
13.1202	Education, Elementary	-	285	285	-	285
13.0101	Education, General	165	183	348	525	873
13.1205	Education, Master of Arts	-	-	-	39	39
13.1315	Education, Reading	-	-	-	132	132
13.1205	Education, Secondary	-	156	156	-	156
13.0401	Educational Leadership	-	-	-	207	207
23.0101	English	1,168	676	1,844	165	2,009
52.0801	Finance	-	669	669	39	708
16.0901	French	-	64	64	-	64
24.0101	General Studies	42	-	42	-	42
45.0701	Geography	144	-	144	-	144
51.1199	Health	-	24	24	-	24
54.0101	History	1,032	-	1,032	57	1,089
11.0401	Information Systems	471	189	660	74	734
52.0201	Management	-	774	774	138	912
52.1401	Marketing	-	672	672	60	732
27.0101	Mathematics	480	20	500	42	542
16.0101	Modern Languages	152	-	152	-	152
50.0901	Music	144	-	144	-	144
50.0903	Music Applied	109	-	109	-	109
51.1601	Nursing	-	33	33	57	90
38.0101	Philosophy	312	60	372	-	372
13.1314	Physical Education	-	75	75	-	75
45.1001	Political Science	256	-	256	-	256
51.0908	Respiratory Therapy	-	29	29	-	29
44.0701	Social Work	-	676	676	629	1,305
45.1101	Sociology	-	80	80	-	80
16.0905	Spanish	72	76	148	-	148
TOTAL STUDENT CREDIT HOURS		8,506	6,318	14,824	2,584	17,408
		FTES by Course Level				
FTES by Course Level		567.1	421.2	988.3	215.3	1,204
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.						
					Proportion of Total SCH	15.9%

Table 5:

**Courses- Unknown Start Time - Student Credit Hours and FTES
by Discipline and Course Level: Fall 2008**

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Subtotal Undergraduate	Graduate (400G-600)	Total SCH
45.0201	Anthropology	-	4	4	-	4
51.9999	Applied Health Physiology	-	-	-	18	18
50.0701	Art	-	62	62	-	62
51.0903	Athletic Training	-	24	24	-	24
26.0101	Biology	60	80	140	-	140
52.0201	Business Administration	-	3	3	37	40
40.0501	Chemistry	5	21	26	-	26
51.1005	CLS/Medical Technology	-	1	1	-	1
09.0101	Communication Arts	97	39	136	-	136
11.0401	Computer Science	-	5	5	-	5
30.0501	Conflict Analysis & Dispute Re.	-	36	36	-	36
13.1210	Education, Early Childhood	-	186	186	-	186
13.1202	Education, Elementary	-	492	492	-	492
13.0101	Education, General	-	-	-	72	72
13.1205	Education, Master of Arts	-	-	-	6	6
13.0401	Educational Leadership	-	-	-	54	54
23.0101	English	108	109	217	27	244
03.0104	Environmental Issues	-	12	12	-	12
31.0505	Exercise Science	-	197	197	-	197
16.0901	French	-	4	4	-	4
24.0101	General Studies	-	255	255	81	336
45.0701	Geography	-	17	17	36	53
16.0501	German	-	28	28	-	28
54.0101	History	-	24	24	12	36
	Honors	-	40	40	-	40
11.0401	Information Systems	261	18	279	-	279
24.0101	Interdisciplinary Studies	3	-	3	-	3
52.1401	Marketing	-	57	57	-	57
27.0101	Mathematics	-	9	9	-	9
50.0901	Music	-	9	9	-	9
50.0903	Music Applied	47	78	125	-	125
51.1601	Nursing	-	94	94	3	97
38.0101	Philosophy	-	30	30	-	30
13.1314	Physical Education	-	14	14	-	14
24.0101	Social Science	-	15	15	-	15
44.0701	Social Work	60	228	288	276	564
45.1101	Sociology	-	36	36	-	36
50.0501	Theatre	14	9	23	-	23
TOTAL STUDENT CREDIT HOURS		655	2,284	2,939	622	3,561
FTES by Course Level						
FTES BY COURSE LEVEL		43.7	152.3	195.9	51.8	248
For FTES, divide by 15 at Lower and Upper levels, and by 12 for Graduate.						Proportion of Total SCH 3.3%

Table 6: Total Student Credit Hours by School and Discipline: Fall Enrollment 1998, 2004-2008

Discipline	1998	2004	2005	2006	2007	2008	% Change 2004-2008 ¹	10-yr chng
Fulton School of Liberal Arts								
Anthropology	372	453	477	501	564	356	-21.4%	(16)
Art	2,180	3,334	3,565	3,773	4,138	4,374	31.2%	2,194
Communication Arts	4,502	4,747	4,576	4,624	5,224	5,296	11.6%	794
Conflict Analysis & Dispute Res		576	621	826	1,239	1,455	152.6%	1,455
Dance	250	353	376	371	367	460	30.3%	210
English	6,507	6,751	6,747	7,944	8,525	9,957	47.5%	3,450
Environmental Issues		-	18	12	15	153		153
French	246	286	324	249	273	368	28.7%	122
German	131	122	141	123	155	176	44.3%	45
History	6,969	8,127	7,837	8,050	8,373	8,806	8.4%	1,837
Honors	-	371	469	432	772	778	109.7%	778
Interdisciplinary Studies	449	354	427	333	71	76	-78.5%	(373)
Modern Languages	168	102	108	129	162	206	174.8%	112
Music	905	744	1,120	1,247	1,437	1,646	121.2%	741
Music-Applied	332	252	261	309	350	347	37.7%	15
Philosophy	1,478	1,866	1,761	1,728	1,703	1,946	4.3%	468
Political Science	1,618	1,844	1,473	2,108	2,007	2,116	14.8%	498
Psychology	4,101	5,967	6,177	5,736	5,891	5,931	-0.6%	1,830
Russian	39	69	78	45	66	97	40.6%	58
Social Science	12	6	6	3	6	15		3
Sociology	1,428	1,722	1,713	1,809	1,650	1,760	2.2%	332
Spanish	738	1,221	1,289	1,320	1,167	1,092	-10.6%	354
Theatre	-	891	708	638	664	563	-36.1%	563
Fulton School Total	32,425	40,148	40,272	42,310	44,819	48,048	19.7%	15,523
Henson School of Science and Technology								
Applied Health Physiology	-	132	168	141	165	240	81.8%	240
Biology	6,067	6,662	7,018	7,258	7,313	7,801	17.1%	1,714
Chemistry	2,841	2,883	2,920	3,067	3,234	3,363	16.6%	522
CLS/Medical Technology	209	212	285	275	263	284	34.0%	75
Computer Science	929	1,047	885	777	850	869	-17.0%	(60)
Environmental Health	247	252	230	239	277	151	-40.1%	(96)
Geography	2,468	2,927	3,244	3,574	3,222	3,615	23.5%	1,147
Geology	249	192	188	408	-	396	106.3%	147
Mathematics	4,435	5,860	5,614	6,170	6,108	6,530	11.4%	2,095
Nursing	1,380	2,322	2,321	2,098	2,229	2,259	-2.7%	879
Physics	1,400	1,258	1,443	1,438	1,711	1,566	24.5%	166
Pre-Engineering	-	33	42	21	18	24	-27.3%	24
Respiratory Therapy	441	612	812	899	969	1,024	67.3%	583
Henson School Total	20,686	24,392	25,170	26,365	26,359	28,122	15.3%	7,436
Perdue School of Business								
Accounting	1,812	2,799	2,856	3,597	3,552	3,576	27.8%	1,764
Business Administration	6,045	342	324	417	451	439	28.4%	(5,606)
Economics	1,377	1,686	1,539	2,073	2,151	2,160	28.1%	783
Finance	-	1,317	1,425	1,653	1,728	1,905	44.6%	1,905
Information Systems	1,006	2,391	2,429	2,631	2,944	2,765	15.6%	1,759
Management	-	2,256	2,445	2,511	2,448	2,748	21.8%	2,748
Marketing	-	1,857	1,791	2,040	2,343	2,100	13.1%	2,100
Perdue School Total	10,240	12,648	12,809	14,922	15,617	15,693	24.1%	5,453
Seldel School of Professional Studies								
Athletic Training	-	275	210	302	321	378	34.5%	370
Education, Early Childhood	-	306	468	444	489	591	93.1%	591
Education, Elementary	2,919	2,571	2,520	2,043	2,265	2,178	-15.3%	(741)
Education, General	3,318	2,497	2,400	2,430	2,163	2,247	-10.0%	(1,071)
Education, MA in Teaching	N/A	135	108	42	108	72	-46.7%	N/A
Education, Reading	-	138	198	192	156	132	-4.3%	132
Education, Secondary	282	384	312	363	294	315	-18.0%	33
Educational Leadership	N/A	126	141	156	285	261	107.1%	N/A
Exercise Science	-	318	696	759	1,548	1,927	506.0%	1,927
General Studies	311	-	44	150	308	378		67
Health	369	641	756	951	1,059	1,138	77.5%	769
Leisure Studies	-	-	-	-	-	-		-
Military Science	26	3	5	-	-	6		(20)
Physical Education, Teacher Ed	-	372	477	482	964	1,163	212.6%	1,163
Physical Education	4,160	3,742	3,936	4,032	3,166	3,286	-12.2%	(874)
Science Education	-	-	-	-	-	-		-
Social Work	1,398	2,683	2,731	2,643	2,841	3,366	26.2%	1,968
Seldel School Total	12,783	14,191	15,002	14,989	15,965	17,450	23.0%	4,667
TOTALS	78,134	91,379	93,253	98,586	102,760	109,313	19.6%	33,179

¹Percent change is calculated for programs that have avoided 30 degrees or more in the last year.

NOTE: The programs in Public School Administration, Master of Arts in Teaching, and Physical Education, Teacher Education have been in existence longer than the years shown above. The student credit hours for these programs had been included with other education programs previously. Similarly, Finance, Management and Marketing were formerly concentrations or tracks under Business Administration or Economics. They are now full degree programs.

Table 7: **Analysis of Annualized FTES, FY 1997 through Fall 2008**
Full-Time Equivalent Students and Total Headcount by Course Level

AY 1996-1997 through AY 2008-2009						
Semester	Undergraduate			Graduate	Total FTES	Total Headcount
	Lower	Upper	Subtotal			
Fall 1996	2,749.3	1,988.8	4,738.1	238	4,976	5,947
Spring 1997	2,487.8	2,040.6	4,528.4	240	4,768	5,775
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
Annualized AY 1996-97	2,618.6	2,014.7	4,633.3	239	4,872	
Fall 1997	2,850.9	1,950.4	4,801.3	233	5,035	6,022
Spring 1998	2,545.2	2,032.0	4,577.2	215	4,792	5,711
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
Annualized AY 1997-98	2,698.1	1,991.2	4,689.3	224	4,914	
Fall 1998	3,017.4	1,909.7	4,927.1	195	5,122	6,080
Spring 1999	2,757.4	2,019.3	4,776.7	199	4,976	5,887
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
Annualized AY 1998-99	2,887.4	1,964.5	4,851.9	197	5,049	
Fall 1999	3,064.5	1,925.7	4,990.2	191	5,181	6,060
Spring 2000	2,721.2	2,176.2	4,897.4	187	5,084	5,926
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 1999-00	2,892.9	2,051.0	4,943.9	189	5,133	
Fall 2000	3,123.7	2,191.1	5,314.8	204	5,519	6,421
Spring 2001	2,996.2	2,294.9	5,291.1	204	5,495	6,244
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 2000-01	3,040.0	2,238.0	5,277.9	204	5,482	
Fall 2001	3,341.7	2,177.4	5,519.1	249	5,768	6,682
Spring 2002	3,047.6	2,323.4	5,371.0	238	5,609	6,434
Ratio, Fall to Spring	52.3/47.7	48.4/51.6	50.7/49.3	51.2/48.8	50.7/49.3	
Annualized AY 2001-02	3,194.7	2,250.4	5,445.1	244	5,689	
Fall 2002	3,398.3	2,298.7	5,697.1	288	5,985	6,851
Spring 2003	3,065.4	2,419.8	5,485.2	293	5,778	6,613
Ratio, Fall to Spring	52.6/47.4	48.7/51.3	50.9/49.1	49.5/50.5	50.9/49.1	
Annualized AY 2002-03	3,231.9	2,359.3	5,591.1	290	5,882	
Fall 2003	3,490.9	2,177.6	5,668.5	281	5,950	6,816
Spring 2004	3,106.6	2,412.9	5,519.5	290	5,809	6,598
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2003-04	3,298.8	2,295.3	5,594.0	286	5,880	
Fall 2004	3,438.3	2,421.3	5,859.6	290.5	6,150	6,942
Spring 2005	3,158.2	2,545.9	5,704.1	302.0	6,006	6,677
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2004-05	3,298.3	2,483.6	5,781.9	297	6,078	
Fall 2005	3,477.2	2,499.9	5,977.1	299.7	6,277	7,009
Spring 2006	3,254.1	2,548.1	5,802.2	297.3	6,100	6,786
Ratio, Fall to Spring	51.7/48.3	49.5/50.5	50.7/49.3	50.2/49.8	50.7/49.3	
Annualized AY 2005-06	3,365.7	2,524.0	5,889.7	298.5	6,188	
Fall 2006	3,911.3	2,426.9	6,338.2	292.8	6,631	7,383
Spring 2007	3,444.7	2,689.9	6,134.6	309.6	6,444	7,182
Ratio, Fall to Spring	53.2/46.8	47.4/52.6	50.8/49.2	48.6/51.4	50.7/49.3	
Annualized AY 2006-07	3,676.0	2,558.4	6,234.4	301.2	6,538	
Fall 2007	3,903.7	2,681.4	6,585.1	332.0	6,917	7,581
Spring 2008	3,621.3	2,784.0	6,405.3	335.8	6,741	7,451
Ratio, Fall to Spring	51.9/48.1	48.1/51.9	50.7/49.3	49.7/50.3	50.6/49.4	
Annualized AY 2007-08	3,762.5	2,732.7	6,495.2	333.9	6,829	
Fall 2008	4,138.2	2,878.8	7,017.0	338.2	7,355	7,868
Spring 2009	3,715.9	3,021.1	6,737.1	346.3	7,083	
Ratio, Fall to Spring	52.7/47.3	48.8/51.2	51.0/49.0	49.4/50.6	50.9/49.1	
Annualized AY 2008-09	3,927.1	2,950.0	6,877.0	342.3	7,219	

Calculations prior to Fall 1999 include SEUs taken by SEU students at UMES.

Total Headcount Versus Annual FTES
Fall 1997 to Fall 2008

Figure 1:

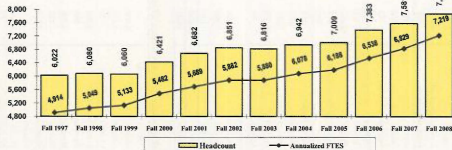


Table 8: Annual Student Credit Hour Production by School, Discipline & Level, Academic Year 2003-04 through 2007-08

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Discipline	2003-04			2004-05			2005-06			2006-07			2007-08		
	LD	UD	Total	LD	UD	Total	LD	UD	Total	LD	UD	Total	LD	UD	Total
THE CHARLES R. & MARTHA N. ELLISON SCHOOL OF LIBERAL ARTS															
Anthropology	567	132	699	650	105	755	720	128	848	834	123	957	765	135	900
Art	4,203	2,225	6,428	4,440	2,292	6,732	4,382	2,548	6,930	5,103	2,599	7,702	5,188	3,413	8,601
Communication Arts	6,552	2,964	9,516	6,387	3,161	9,548	6,521	3,192	9,713	6,325	2,903	9,228	6,625	3,413	10,038
Conflict Resolution	686	423	1,109	705	417	1,122	750	503	1,253	1,047	523	1,570	1,701	653	2,354
Dance	635	22	657	674	3	677	743	102	845	851	58	909	755	-	755
English	7,818	5,271	13,089	7,770	5,262	13,032	7,651	5,464	13,115	8,720	5,442	14,162	10,082	5,911	16,040
Environmental Issues	72	-	72	75	-	75	81	18	99	81	15	96	78	15	93
French	270	207	477	354	157	511	351	198	549	333	144	477	312	152	464
German	157	49	206	147	45	192	163	69	232	148	42	190	168	63	231
History	10,755	3,698	14,453	10,724	3,873	14,597	11,025	3,539	14,564	12,324	2,981	15,305	12,549	3,282	15,831
Modern Foreign Languages	213	-	213	279	-	279	237	-	237	264	-	264	303	-	303
Music	885	269	1,154	1,443	330	1,773	1,891	279	2,170	2,064	371	2,385	2,349	371	2,720
Music, Applied	410	169	579	338	125	463	357	162	519	455	174	639	461	220	701
Philosophy	1,677	1,423	3,100	2,202	1,350	3,552	1,853	1,341	3,194	2,112	1,371	3,483	2,004	1,622	3,628
Political Science	2,079	1,454	3,533	2,406	1,278	3,684	1,659	1,530	3,189	2,502	1,369	3,871	2,444	1,535	4,006
Psychology	3,339	7,125	10,464	3,591	7,692	11,273	3,627	8,624	12,251	3,766	7,752	11,538	3,786	7,813	11,599
Remain	57	-	57	99	-	99	84	-	84	45	-	45	96	-	96
Social Science	-	24	24	-	33	33	-	15	15	-	15	-	30	-	30
Sociology	2,295	1,269	3,564	2,223	1,132	3,355	2,196	1,125	3,321	2,121	1,298	3,419	1,905	1,374	3,279
Spanish	1,050	1,014	2,064	1,323	1,047	2,370	1,269	1,079	2,348	1,311	1,182	2,493	1,176	1,050	2,222
Theatre	1,015	335	1,350	1,013	449	1,462	975	305	1,280	769	416	1,205	805	296	1,231
Totals	44,835	28,433	73,268	47,403	28,746	76,149	46,815	30,223	77,038	52,036	28,708	74,848	51,432	31,172	783,857
Percent of Total	45.8%	41.5%	11.7%	42.8%	38.7%	10.1%	47.1%	40.0%	10.3%	47.7%	37.6%	42.3%	47.6%	38.0%	42.2%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Applied Health Physiology	-	207	207	-	252	252	-	327	327	-	279	285	-	6	372
Biology	9,404	2,737	12,141	9,979	3,062	13,041	10,285	3,060	13,345	10,878	3,190	13,847	11,173	3,180	14,392
Chemistry	4,730	532	5,262	5,133	535	5,668	5,117	488	5,605	5,368	594	5,968	5,539	666	6,129
CLM/Medical Technology	75	439	514	681	489	1,170	36	535	571	53	565	618	24	519	543
Computer Science	2,203	247	2,450	1,412	594	2,006	1,142	531	1,673	1,143	401	1,544	1,278	352	1,867
Environmental Health	189	410	599	225	278	503	234	209	443	234	283	517	210	285	505
Geography	4,980	891	5,871	4,596	964	5,560	5,717	854	6,571	5,465	975	6,440	5,000	1,188	109
Geology	372	-	372	392	57	449	398	45	433	808	47	865	468	42	510
Mathematics	9,216	1,207	10,423	9,497	1,410	10,907	9,346	1,310	10,656	10,279	1,148	11,765	10,910	1,164	12,226
Nursing	-	4,052	4,052	-	4,188	4,188	-	4,062	4,062	4,210	-	3,768	189	3,955	4,398
Physics	2,484	397	2,881	2,348	427	2,775	2,330	436	2,766	2,264	307	2,971	3,008	332	3,340
Pre-engineering	75	15	90	108	-	108	135	135	135	66	-	66	84	-	84
Respiratory Therapy	-	844	844	90	1,046	1,136	129	1,403	1,532	141	1,560	1,721	102	1,761	1,863
Totals	33,738	11,771	45,509	33,841	13,080	46,921	34,839	12,833	47,672	36,489	12,860	49,512	37,432	13,604	1,003
Percent of Total	34.5%	17.2%	8.6%	34.6%	17.6%	10.4%	35.0%	17.1%	4.9%	33.5%	16.9%	26.9%	33.2%	18.6%	25.7%

Table 8 cont. Annual Student Credit Hour Production by School, Discipline, & Level cont.

Discipline	2003-04					2004-05					2005-06					2006-07					2007-08				
	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total
	THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																								
Accounting	3,153	1,468	162	4,803	186	6,394	3,528	182	192	5,444	4,347	2,208	225	6,780	3,900	2,502	201	6,603							
Business Administration	345	220	60	625	383	42	744	327	317	45	689	366	285	24	675	297	315	67	679						
Economics	2,676	349	150	3,175	2,538	426	141	3,105	276	351	138	3,279	577	162	4,018	3,426	741	162	4,329						
Finance	195	1,978	111	2,184	219	2,370	108	2,697	213	2,580	95	2,889	258	3,111	100	3,477	195	3,387	78	3,660					
Information Systems	2,504	2,269	221	4,994	2,394	2,226	185	4,785	2,791	2,010	186	4,987	3,338	2,072	180	5,990	3,083	2,640	201	5,924					
Management	-	4,001	423	4,424	-	4,359	354	4,713	-	4,461	438	4,899	-	5,157	420	5,877	-	5,100	372	5,472					
Marketing	-	3,368	233	3,601	-	3,360	186	3,546	-	3,246	138	3,384	-	3,897	225	4,122	-	4,140	231	4,371					
Totals	8,873	13,673	1,302	23,848	8,655	15,147	1,182	24,934	9,655	14,789	1,233	25,877	11,888	17,307	1,344	30,239	10,951	18,825	1,312	31,098					
Percent of Total	9.1%	19.8%	20.2%	13.7%	8.9%	20.4%	17.3%	14.0%	9.7%	19.6%	18.0%	14.1%	10.6%	22.7%	18.8%	15.7%	9.7%	23.0%	16.4%	15.3%					
Discipline	THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																								
	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total	LD	UD	Grad	Total	Total
Adult Training	187	275	-	462	176	401	-	577	72	349	-	421	228	328	-	554	168	426	-	984					
Early Childhood Education	84	132	-	216	189	474	-	663	189	789	-	978	207	660	-	970	210	774	-	984					
Education, Elementary	-	5,145	-	5,145	-	5,139	-	5,139	-	5,094	3	5,097	-	4,527	9	4,536	-	4,476	-	4,476					
Education, General	1,028	2,349	1,513	4,888	927	2,572	1,408	4,905	756	2,543	1,401	4,500	918	2,320	1,381	4,619	732	2,212	1,275	4,478					
Education, Master of Arts	-	252	-	252	-	447	-	447	-	309	309	-	304	264	-	344	-	327	327	327					
Education, Reading	-	306	306	-	-	273	-	273	-	381	381	-	381	381	-	381	-	330	330	330					
Education, Science	-	-	-	-	-	-	-	-	-	504	3	507	-	-	-	-	-	-	-	-					
Education, Secondary	-	1,305	6	1,311	-	1,530	3	1,533	-	306	6	312	-	1,152	-	1,152	-	873	-	873					
Educational Leadership	-	207	-	207	-	246	-	246	-	246	-	281	281	-	321	-	321	-	555	555					
Exercise Science	105	387	-	492	201	699	-	900	276	1,350	-	1,626	351	1,608	-	1,959	612	2,806	27	3,446					
Health	788	603	-	1,391	798	630	1	1,429	728	825	-	1,553	696	1,041	-	1,937	1,297	789	1	2,087					
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Military Science	-	6	-	6	-	6	-	6	-	5	-	5	-	-	-	-	-	-	-	-					
Phys. Educ., Teacher Ed.	-	850	-	850	-	920	3	923	-	1,098	7	1,105	-	1,171	-	1,171	3,042	1,038	-	4,080					
Physical Education	7,610	1,798	6	9,414	5,254	1,825	2	7,081	5,745	1,842	27	7,614	5,960	1,867	7	7,680	3,232	885	7	4,134					
Social Work	598	1,843	1,649	4,190	312	3,085	1,880	5,277	369	2,750	2,164	5,389	315	2,897	2,003	5,217	288	3,044	2,242	5,574					
Totals	10,188	14,799	3,309	29,126	7,857	17,281	4,261	29,399	8,135	17,951	4,462	30,258	8,901	17,392	4,335	30,628	9,581	17,333	4,764	31,678					
Percent of Total	10.4%	21.8%	24.6%	16.4%	8.0%	23.3%	16.2%	16.4%	8.2%	23.3%	16.4%	16.6%	8.2%	22.8%	15.9%	15.9%	8.5%	21.1%	15.9%	15.9%					
General Studies	33	-	-	33	32	82	-	82	78	344	63	485	83	389	142	624									
History	495	273	-	768	456	224	-	680	609	215	-	824	699	141	-	840	862	636	-	1,528					
Interdisciplinary Studies	600	9	82	691	703	30	9	742	835	-	-	835	539	-	-	539	133	12	9	164					
Grand Totals	87,534	68,578	6,738	173,148	97,756	74,254	6,848	178,838	99,444	75,006	6,336	181,786	109,024	76,307	7,165	192,468	112,875	81,981	8,013	202,889					

LD = 100 to 200 level; UD = 300 & 400 levels; Grad=6000 & above.

NOTES:

Beginning with AY 2005-2006 reporting, the SCTJ presented by

Education graduate programs is now differentiated by program type.

Table 9: Annual Student Credit Hour Production by School, Discipline, and Semester, 2003-04 through 2007-08

Discipline	2003-04			2004-05			2005-06			2006-07			2007-08		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS															
Anthropology	359	390	689	453	312	765	477	372	849	501	456	957	564	368	930
Art	3,249	3,298	6,547	3,334	3,408	6,740	3,565	3,569	6,921	3,773	3,929	7,702	4,138	4,291	8,429
Communication Arts	4,632	4,884	9,516	4,747	4,801	9,548	4,576	5,137	9,713	4,624	4,804	9,228	5,229	4,414	10,338
Conflict Resolution	561	618	1,179	576	546	1,122	621	632	1,253	826	744	1,570	1,234	1,115	2,354
Dance	371	350	680	353	342	695	378	469	845	371	338	709	367	388	755
English	6,705	6,825	13,530	6,751	6,899	13,450	6,747	6,889	13,635	7,044	7,225	15,669	8,525	7,895	16,420
Environmental Issues	-	72	72	-	75	75	18	81	99	12	84	96	15	78	93
French	183	306	489	286	228	514	324	228	552	249	228	477	273	231	504
German	114	92	206	122	70	192	141	91	232	123	67	190	155	78	234
HISTORY	7,763	7,263	15,026	8,127	7,234	15,361	7,837	6,890	14,817	8,050	7,487	15,537	8,373	7,734	16,107
Latin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Modern Foreign Languages	72	141	213	102	177	279	108	129	237	129	138	264	162	141	303
MUSIC	539	616	1,154	744	1,037	1,771	1,120	1,050	2,170	1,247	1,138	2,385	1,437	1,293	2,720
MUSIC APPLIED	300	293	593	293	216	468	281	263	524	309	330	639	350	351	701
Philosophy	1,629	1,471	3,100	1,686	1,686	3,352	1,791	1,533	3,264	1,728	1,755	3,483	1,703	1,923	3,626
Political Science	1,708	1,737	3,433	1,844	1,840	3,684	1,473	1,716	3,189	2,108	1,763	3,871	2,007	1,999	4,006
Psychology	5,230	5,234	10,464	5,957	5,305	11,273	6,177	6,074	12,251	5,735	5,902	11,538	5,891	5,708	11,599
Russian	38	21	57	69	30	99	78	6	84	45	-	45	66	30	96
Social Science	9	15	24	8	27	33	6	9	15	3	12	15	6	24	30
Sociology	1,978	1,869	3,867	1,722	1,633	3,345	1,713	1,617	3,330	1,809	1,610	3,419	1,850	1,629	3,279
Spanish	1,568	989	2,067	1,221	1,158	2,379	1,289	1,059	2,348	1,320	1,173	2,493	1,167	1,065	2,232
Theatre	645	645	1,290	581	583	1,174	708	578	1,286	535	557	1,092	584	557	1,141
Health	37,027	37,032	74,059	38,423	37,416	75,839	39,376	38,396	77,744	41,345	39,145	81,492	43,976	41,711	85,687
Percent of Total	41.9%	43.9%	42.4%	43.2%	42.9%	42.5%	42.3%	42.4%	42.4%	42.1%	41.7%	41.9%	42.8%	41.7%	42.2%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Applied Health Physiology	99	108	207	132	120	252	168	169	327	141	144	285	165	207	372
Biology	6,228	5,959	12,187	6,662	6,603	13,165	7,016	6,352	13,370	7,258	6,689	13,947	7,313	7,079	14,392
Chemistry	2,641	2,626	5,266	2,883	2,809	5,692	2,880	2,866	5,746	2,907	2,901	5,808	3,234	2,965	6,129
CLIN/Medical Technology	227	287	514	212	338	550	295	288	583	275	343	618	263	260	543
Computer Science	1,587	863	2,450	1,047	959	2,006	886	788	1,673	777	767	1,544	850	817	1,667
Environmental Health	277	322	599	252	253	505	220	213	443	239	278	517	277	228	505
Geography	3,008	2,879	5,887	2,927	2,693	5,599	3,244	3,327	6,571	3,574	2,869	6,440	3,222	2,728	6,237
Geology	160	192	372	192	257	449	188	245	433	408	467	865	-	510	510
Mathematics	5,470	5,137	10,607	5,890	5,286	11,146	5,614	5,181	10,795	6,170	5,430	11,600	6,108	5,892	12,000
Nursing	2,250	2,038	4,288	2,322	2,171	4,443	2,321	1,869	4,210	2,098	1,857	3,955	2,229	2,169	4,398
Physics	1,830	1,369	2,899	1,258	1,538	2,796	1,443	1,223	2,766	1,438	1,133	2,571	1,711	1,629	3,340
Pre-engineering	18	72	90	33	75	108	42	93	135	21	45	66	16	66	84
Respiratory Therapy	390	454	844	612	524	1,136	812	723	1,535	899	822	1,721	909	804	1,833
Health	23,766	22,187	45,953	24,260	23,376	47,636	25,002	23,105	48,107	26,355	23,732	50,087	26,359	25,741	52,100
Percent of Total	26.9%	25.8%	26.4%	26.6%	26.2%	26.4%	26.9%	25.5%	26.2%	26.7%	24.8%	26.8%	25.7%	25.7%	25.7%

Annual Student Credit Hour by School, Discipline, and Semester cont.

Table's cont.

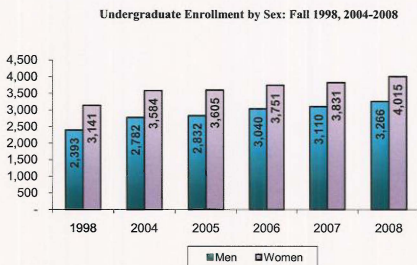
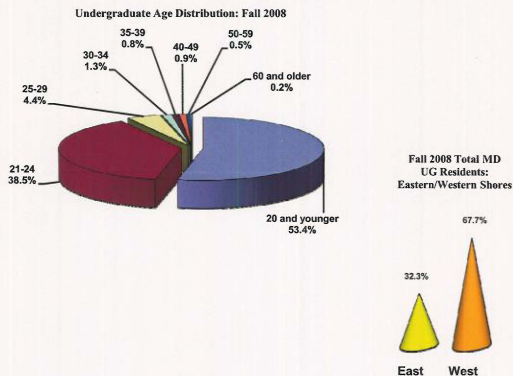
Page 2 of 2

Discipline	2003-04			2004-05			2005-06			2006-07			2007-08		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. FREDLE SCHOOL OF BUSINESS															
Accounting	2,511	2,302	4,813	2,789	2,565	5,354	2,856	2,668	5,524	3,597	3,183	6,780	3,652	3,111	6,763
Business Administration	283	342	625	342	402	744	324	365	689	417	258	675	401	228	629
Economics	1,616	1,560	3,176	1,666	1,419	3,085	1,539	1,746	3,285	2,073	1,945	4,018	2,101	2,178	4,279
Finance	1,074	1,110	2,184	1,317	1,380	2,697	1,425	1,464	2,889	1,853	1,824	3,677	1,728	1,952	3,680
Information Systems	2,446	2,548	4,994	2,391	2,394	4,785	2,429	2,558	4,987	2,631	2,959	5,590	2,944	2,960	5,904
Management	2,117	2,307	4,424	2,256	2,457	4,713	2,445	2,454	4,899	2,511	3,068	5,577	2,448	3,024	5,472
Marketing	1,831	1,770	3,601	1,857	1,699	3,556	1,791	1,593	3,384	2,040	2,082	4,122	2,243	2,028	4,271
Totals	11,877	11,929	23,806	12,648	12,336	24,984	12,809	12,868	25,677	14,922	15,317	30,239	15,617	15,481	31,098
Percent of Total	13.5%	13.8%	13.6%	13.9%	13.9%	13.9%	13.8%	14.2%	14.0%	15.1%	15.0%	15.6%	15.2%	15.3%	15.3%
THE SAMUEL W. AND MARILYN C. REIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Athletic Training	210	252	462	275	302	577	210	211	421	302	252	554	321	273	594
Early Childhood Education	84	132	216	306	357	663	468	510	978	444	426	870	480	485	965
Education, Elementary	2,475	2,970	5,445	2,571	2,668	5,239	2,520	2,577	5,097	2,043	2,493	4,536	2,265	2,211	4,476
Education, General	2,407	2,461	4,868	2,497	2,408	4,905	2,400	2,100	4,500	2,430	2,189	4,619	2,163	2,056	4,219
Education, Master of Arts	81	171	252	135	312	447	108	201	309	42	222	264	108	219	327
Education, Reading	144	162	306	138	135	273	188	163	351	192	156	348	156	174	330
Education, Science	-	-	-	-	-	-	-	807	807	-	-	-	-	-	-
Education, Secondary	327	984	1,311	384	1,149	1,533	312	363	675	363	789	1,152	294	579	873
Educational Leadership	129	78	207	126	120	246	141	120	261	155	165	321	285	270	555
Exercise Science	219	273	492	318	592	910	686	930	1,616	759	1,200	1,959	1,546	1,889	3,435
Health	543	848	1,391	641	768	1,409	756	797	1,553	951	986	1,937	1,059	1,028	2,087
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	-	6	6	3	3	6	5	-	5	-	-	-	-	-	-
Phys Ed, Teacher Ed.	402	454	856	372	551	923	477	628	1,105	462	689	1,171	964	1,168	2,132
Physical Education	6,001	3,413	9,414	3,742	3,339	7,081	3,936	3,678	7,614	4,032	3,648	7,680	3,160	2,916	6,076
Social Work	1,824	2,355	4,179	2,693	2,594	5,287	2,731	2,556	5,287	2,643	2,574	5,217	2,841	2,733	5,574
Totals	14,846	14,380	29,226	14,191	15,208	29,399	14,848	15,300	30,148	14,839	15,789	30,628	15,657	16,021	31,678
Percent of Total	16.8%	16.6%	16.7%	15.6%	17.1%	16.3%	16.1%	16.9%	16.9%	15.1%	15.1%	16.5%	15.2%	16.0%	15.6%
Honors	414	354	768	371	309	680	469	355	824	432	408	840	308	756	1,064
Interdisciplinary Studies	321	370	691	354	388	742	427	408	835	333	206	539	772	83	855
General Studies	33	-	33	-	32	65	44	38	82	150	335	485	316	371	887
Grand Totals	88,304	86,162	174,466	91,247	89,805	181,052	93,685	90,442	184,127	98,598	95,734	194,320	102,760	100,109	202,869

LD -100 & 200 level; UD-300 & 400 level; Grad-400 & above.

Source: Credit Hour Production Summary by Discipline

Undergraduate Enrollment & Demographics



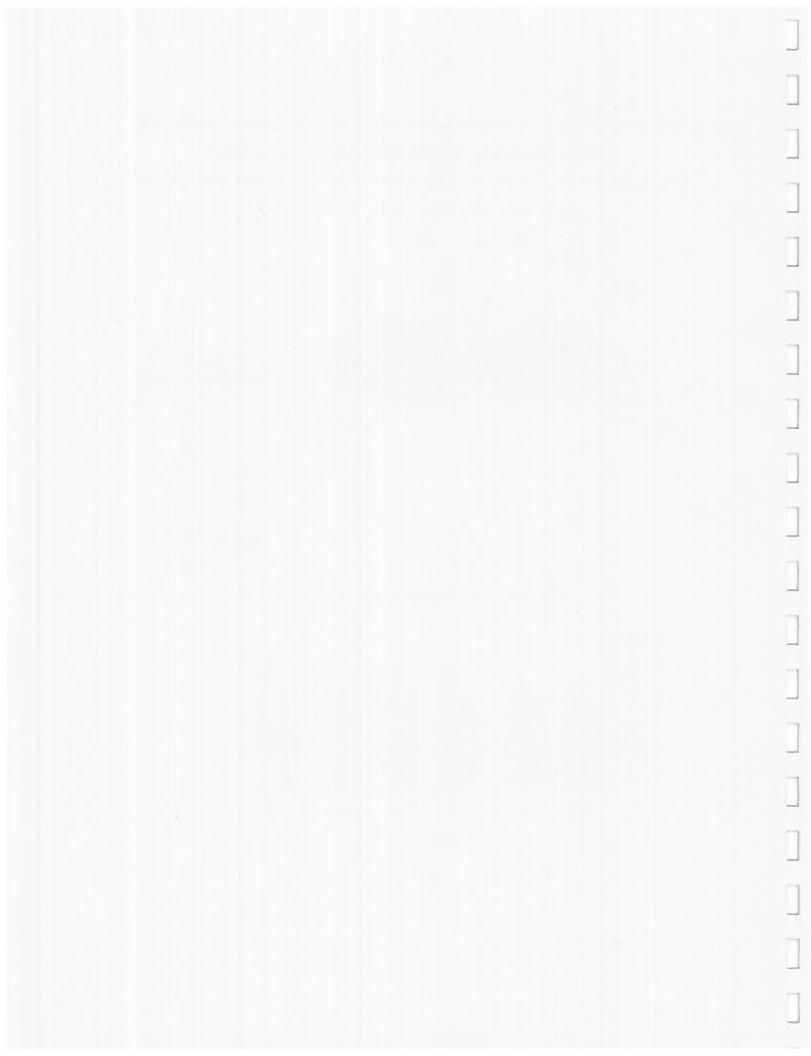


Table 1:

Total UNDERGRADUATE Enrollment: 1998, 2004 - 2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	5,534	6,366	6,437	6,791	6,941	7,281	1,747
% Annual Growth	2.7%	2.7%	1.1%	5.5%	2.2%	4.9%	31.6%
Total Men	2,393	2,782	2,832	3,040	3,110	3,266	873
% Men	43.2%	43.7%	44.0%	44.8%	44.8%	44.9%	36.5%
Total Women	3,141	3,584	3,605	3,751	3,831	4,015	874
% Women	56.8%	56.3%	56.0%	55.2%	55.2%	55.1%	27.8%
F.T.E.S.	4,927	5,860	5,977	6,338	6,585	7,017	2,090
% Annual Growth	2.6%	3.4%	2.0%	6.0%	3.9%	6.6%	42.4%
Full-Time Students	4,607	5,648	5,798	6,117	6,357	6,662	2,055
Men	2,012	2,466	2,546	2,745	2,845	3,004	992
Women	2,595	3,182	3,252	3,372	3,512	3,658	1,063
% Full-Time	83.2%	88.7%	90.1%	90.1%	91.6%	91.5%	41.0%
Average Age, FT Students	N/A	20.8	20.8	20.7	20.7	20.7	
Part-Time Students	927	718	639	674	584	619	(308)
Men	381	316	286	295	265	262	(119)
Women	546	402	353	379	319	357	(189)
% Part-Time	16.8%	11.3%	9.9%	9.9%	8.4%	8.5%	-34.6%
Average Age, PT Students	N/A	26.7	26.9	26.9	27.4	27.5	
Average Student Age	22.8	21.4	21.4	21.3	21.3	21.2	

Figure 1:

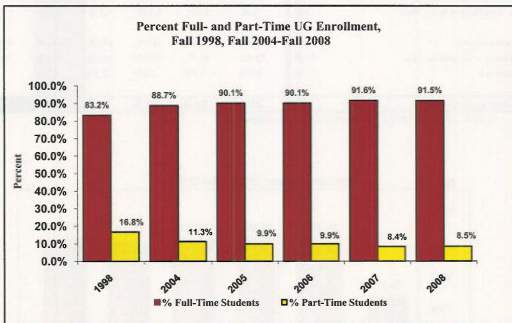


Table 2:

Total Undergraduate Demographics: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	5,534	6,366	6,437	6,791	6,941	7,281	1,747
Total Residing on Campus	1,706	1,704	1,690	1,700	1,730	1,750	44
Total Commuters	3,828	4,662	4,747	5,091	5,211	5,531	1,703
% Residing On Campus	30.8%	26.8%	26.3%	25.0%	24.9%	24.0%	
MD Residents	4,257	5,457	5,525	5,824	5,931	6,266	2,009
% MD Residents	76.9%	85.7%	85.8%	85.8%	85.4%	86.1%	47%
Out-of-State	1,242	876	875	921	967	967	(275)
Nonresident Alien	29	31	34	43	43	47	18
Other ¹	6	2	3	3	-	1	(5)
African-American	458	621	645	721	782	841	383
American Indian	16	20	20	26	40	36	20
Asian/Pacific Islander	83	167	167	173	191	198	115
Hispanic	51	146	160	175	169	191	140
Nonresident Alien	29	31	34	43	41	47	18
White	4,716	5,019	5,110	5,406	5,565	5,877	1,161
Unknown	181	362	301	247	153	91	(90)
Total	5,534	6,366	6,437	6,791	6,941	7,281	1,747
Total Known Minority	608	954	992	1,095	1,182	1,266	658
Total Known Min + NRA	637	985	1,026	1,138	1,223	1,313	676
Known Minority	11.4%	15.9%	16.2%	16.7%	17.4%	17.6%	108.2%
Minority + Nonresident Alien	11.9%	16.4%	16.7%	17.4%	18.0%	18.3%	106.1%
Unknown	3.3%	5.7%	4.7%	3.6%	2.2%	1.2%	-
Average Age of all students	22.8	21.4	21.4	21.3	21.3	21.2	

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 2: Percent In-State: 1998, 2004-2008

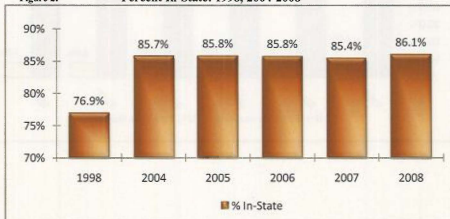


Figure 2.1

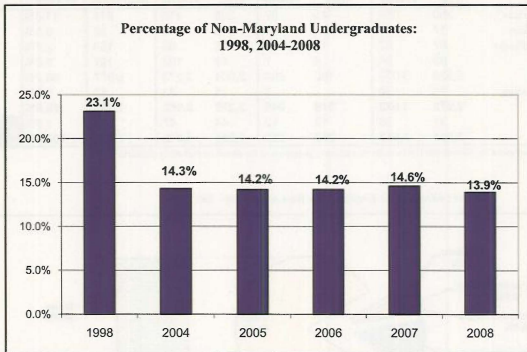


Figure 2.2

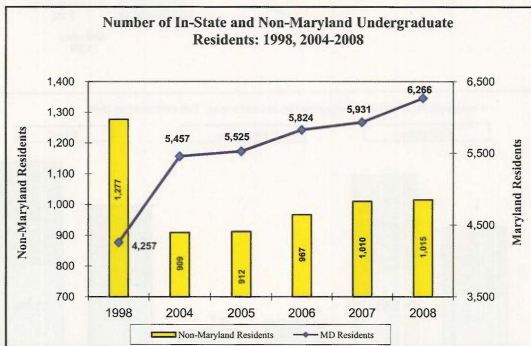


Table 3:

Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2008

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	350	359	45	87	395	446	841	11.6%	11.7%
American Indian	17	17	1	1	18	18	36	0.5%	0.5%
Asian/Pacific Islander	87	83	15	13	102	96	198	2.7%	2.8%
Hispanic	83	95	6	7	89	102	191	2.6%	2.7%
White	2,422	3,039	182	234	2,604	3,273	5,877	80.7%	81.7%
Nonresident Alien	14	30	-	3	14	33	47	0.6%	0.7%
Subtotal	2,973	3,623	249	345	3,222	3,968	7,190	98.8%	100.0%
Unknown	31	35	13	12	44	47	91	1.2%	
TOTAL	3,004	3,658	262	357	3,266	4,015	7,281	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 3:

Total Undergraduate Enrollment by Race & Ethnicity: Fall 2008

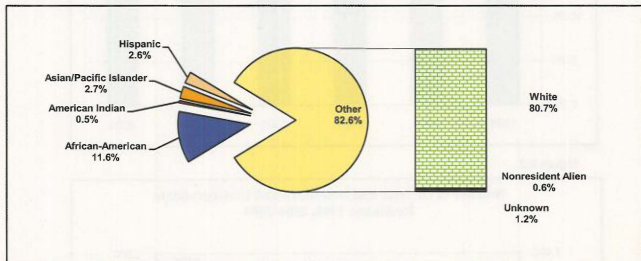


Figure 4:

Undergraduate Enrollment Comparison by Sex and Status: Fall 1998 and Fall 2008

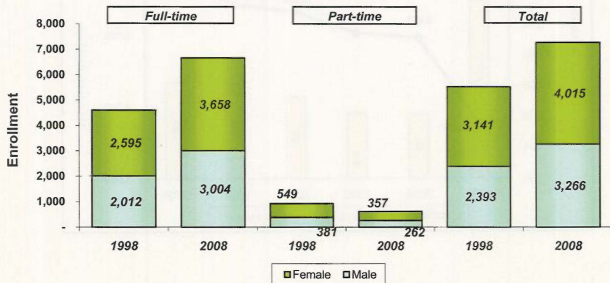


Figure 5:

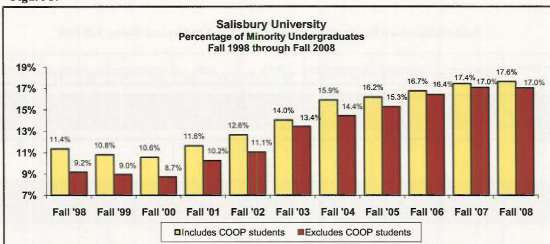


Figure 6:

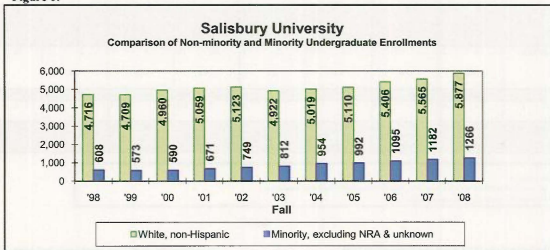


Figure 7:

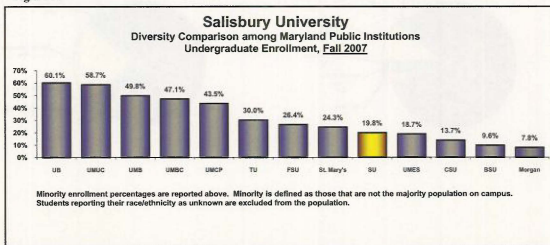


Table 4:

Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2008

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Students ¹	115	-	6	-	35	-	40	-	995	-	3	-	5	-	1,199	-	1,199
%	9.6		0.5		2.9		3.4		83.3		0.0		0.4				
Undergraduates																	
Freshmen	224	3	15	-	61	2	63	1	1,526	16	2	-	9	1	1,900	23	1,923
%	11.9		0.8		3.3		3.3		80.6		0.0		0.5				
Sophomores	173	18	7	-	32	3	41	2	1,293	37	7	-	8	1	1,561	61	1,622
%	11.8		0.4		2.2		2.7		82.5		0.0		0.5				
Juniors	177	31	8	-	44	2	42	2	1,371	64	11	-	20	-	1,673	99	1,772
%	11.9		0.5		2.6		2.5		81.9		0.0		1.1				
Seniors	128	16	3	-	30	3	29	3	1,214	127	16	2	27	10	1,447	161	1,608
%	9.2		0.2		2.1		2.0		85.4		0.0		1.7				
Second Bachelor's	6	2	1	-	3	1	3	1	53	19	8	-	2	1	76	24	100
%	8.2		1.0		4.1		4.1		74.2		0.0		2.0				
Subtotal	708	70	34	-	170	11	178	9	5,457	263	44	2	66	13	6,637	368	7,025
Non-Degree	1	62	-	2	-	17	-	4	4	153	-	1	-	12	5	251	256
Total Undergraduates	709	132	34	2	170	28	178	13	5,461	416	44	3	66	25	6,662	619	7,281
%	11.7%		0.5%		2.8%		2.7%		81.7%		0.7%		1.2%				

Notes:

Included in freshmen figure.

Percentage of African-American through White plus Nonresident Alien are a percentage of the known population.

Percentage of Unknown is a percentage of the total population.

Figure 8:

Race/Ethnicity of FT Undergraduates: Fall 2008

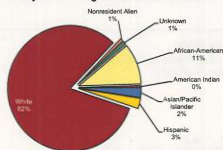


Figure 9:

Race/Ethnicity of PT Undergraduates: Fall 2008

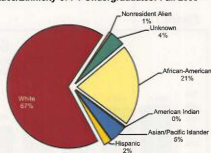


Table 5: Total Undergraduates by Age and Sex: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008
Total Headcount	5,534	6,366	6,437	6,791	6,941	7,281
Total 20 and Younger ¹	2,749	3,230	3,320	3,477	3,617	3,885
Men	1,135	1,340	1,430	1,482	1,519	1,626
Women	1,614	1,890	1,890	1,995	2,098	2,259
% 20 and Younger	49.7%	50.7%	51.6%	51.2%	52.1%	53.4%
Total 21-24 Yrs Old ²	2,031	2,557	2,571	2,761	2,793	2,806
Men	953	1,229	1,189	1,334	1,379	1,417
Women	1,078	1,328	1,382	1,427	1,414	1,389
% 21-24	36.7%	40.2%	39.9%	40.7%	40.2%	38.5%
Total 25-29 Yrs Old	322	268	263	274	276	321
Men	155	116	121	129	131	136
Women	167	152	142	145	145	185
% 25-29	5.8%	4.2%	4.1%	4.0%	4.0%	4.4%
Total 30-34 Yrs Old	142	124	94	93	88	94
Men	59	48	36	36	30	31
Women	83	76	58	57	58	63
% 30-34	2.6%	1.9%	1.5%	1.4%	1.3%	1.3%
Total 35-39 Yrs Old	111	70	72	59	42	58
Men	36	16	24	20	17	21
Women	75	54	48	39	25	37
% 35-39	2.0%	1.1%	1.1%	0.9%	0.6%	0.8%
Total 40-49 Yrs Old	129	76	75	85	81	69
Men	35	20	17	20	17	17
Women	94	56	58	65	64	52
% 40-49	2.3%	1.2%	1.2%	1.3%	1.2%	0.9%
Total 50-59 Yrs Old	29	29	32	29	29	33
Men	10	7	9	10	9	10
Women	19	22	23	19	20	23
% 50-59	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%
Total 60 and older	21	12	10	13	15	15
Men	10	6	6	9	8	8
Women	11	6	4	4	7	7
% 60 and older	0.4%	0.2%	0.2%	0.2%	0.2%	0.2%
Average Age						
ALL STUDENTS	N/A	21.4	21.4	21.3	21.3	21.2
Men	N/A	21.3	21.3	21.3	21.2	21.2
Women	N/A	21.6	21.5	21.4	21.3	21.3

% 21 & Older

2004 2008
49.3% 46.6%

Table 6:

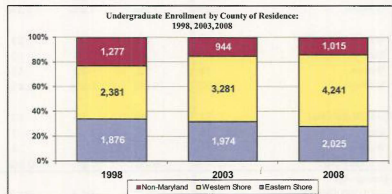
Total Undergraduate Enrollment by County of Residence: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	% Change Since 2004	10-yr chng
Total Headcount	5,534	6,366	6,437	6,791	6,941	7,281	14.4%	1,747
Allegany	10	10	10	12	12	12	20.0%	2
Anne Arundel	438	563	602	612	604	598	6.2%	160
Baltimore	366	468	480	513	529	561	19.9%	195
Baltimore City	22	50	48	49	66	73	46.0%	51
Calvert	66	166	175	157	170	165	-0.6%	99
Caroline	68	89	110	108	116	122	37.1%	54
Carroll	126	191	200	246	259	276	44.5%	150
Cecil	98	132	123	126	143	143	8.3%	45
Charles	100	127	125	124	135	160	26.0%	60
Dorchester	128	120	118	124	131	132	10.0%	4
Frederick	161	223	248	252	274	290	30.0%	129
Garrett	7	8	6	6	6	3	-62.5%	(4)
Harford	249	301	292	336	346	396	31.6%	147
Howard	182	330	343	370	384	438	32.7%	256
Kent	27	34	42	45	38	40	17.6%	13
Montgomery	275	570	607	627	664	753	32.1%	478
Prince George's	249	299	326	317	324	319	6.7%	70
Queen Anne's	58	118	98	100	121	143	21.2%	85
St. Mary's	70	85	78	95	100	101	18.8%	31
Somerset	168	110	90	99	95	83	-24.5%	(85)
Talbot	85	94	87	85	101	122	29.8%	37
Washington	59	126	124	115	93	96	-23.8%	37
Wicomico	845	882	837	899	856	871	-1.2%	26
Worcester	399	361	366	407	362	369	2.2%	(30)
Unknown	1	-	-	-	-	-	-	-
Total for MD	4,257	5,457	5,525	5,824	5,931	6,266	14.8%	2,009
Out-of-State	1,242	876	875	921	967	967	10.4%	(275)
Nonresident Alien	29	31	34	43	41	47	51.6%	18
Other Foreign	6	2	3	3	2	1	-50.0%	(5)

NOTES: See Glossary for additional details.

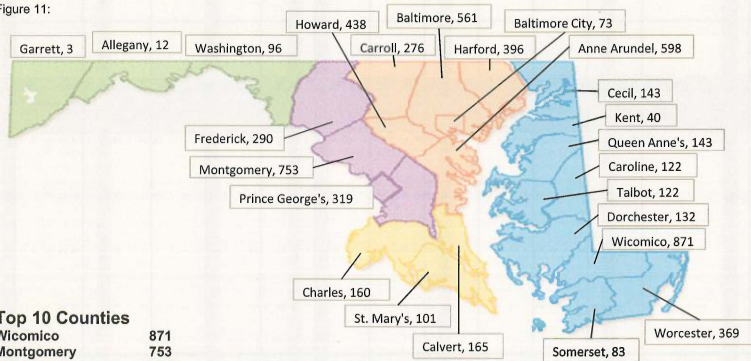
Primary Feeder Counties & Percentages based on MD Total	
Wicomico	13.9%
Montgomery	12.0%
Anne Arundel	9.5%
Baltimore	9.0%
Howard	7.0%
Harford	6.3%
Worcester	5.9%
Prince George's	5.1%
Frederick	4.6%
Carroll	4.4%
TOTAL	77.7%

Region	1998		2003		2008	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	1,876	33.9%	1,974	31.8%	2,025	27.8%
Western Shore	2,381	43.0%	3,281	52.9%	4,241	58.2%
Non-Maryland	1,277	23.1%	944	15.2%	1,015	13.9%



Maryland Undergraduate Enrollment by County (6,266) Fall 2008

Figure 11:



Top 10 Counties

Wicomico	871
Montgomery	753
Anne Arundel	598
Baltimore	561
Howard	438
Harford	396
Worcester	369
Prince George's	319
Frederick	290
Carroll	276

Table 7: Total Undergraduate Enrollment by State: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	Top Feeder States	% Change Since 2004	10-yr Chng
Total Headcount	5,534	6,366	6,437	6,791	6,941	7,281		14.4%	1,747
Alabama	-	1	-	-	-	-			
Alaska	1	-	-	-	-	-			
Arizona	-	-	-	2	1	3			
Arkansas	-	-	-	-	-	1			
California	3	9	5	4	5	4			
Colorado	2	-	2	1	3	3			
Connecticut	24	15	14	15	21	22			
Delaware	205	137	152	151	165	173	2.4%	26.3%	(32)
District of Columbia	6	13	11	13	17	10			
Florida	4	4	4	7	9	6			
Georgia	2	1	-	1	-	-			
Hawaii	2	-	1	-	-	-			
Illinois	3	2	1	2	2	5			
Indiana	-	-	-	-	-	-			
Iowa	1	-	-	1	1	-			
Kansas	-	-	-	-	-	1			
Kentucky	-	-	-	-	-	-			
Louisiana	-	-	-	-	-	-			
Maine	1	5	3	4	4	4			
Maryland	4,257	5,457	5,525	5,824	5,931	6,266	86.1%	14.8%	2,009
Massachusetts	4	6	5	5	9	5			
Michigan	4	2	3	3	1	3			
Minnesota	-	2	2	1	1	1			
Mississippi	-	-	-	-	-	-			
Missouri	-	1	1	1	1	1			
Montana	1	1	-	-	-	-			
Nebraska	1	1	1	1	1	1			
New Hampshire	1	2	2	3	5	7			
New Jersey	441	329	344	367	362	365	5.0%	10.9%	(76)
New Mexico	-	-	-	-	-	-			
New York	270	146	131	155	157	156	2.1%	6.8%	(114)
North Carolina	2	2	3	6	12	8			
North Dakota	3	-	-	-	-	-			
Ohio	6	2	2	1	2	6			
Oklahoma	-	-	-	-	-	-			
Oregon	-	1	-	-	-	-			
Pennsylvania	134	110	98	89	89	86	1.2%	-21.8%	(48)
Rhode Island	-	-	-	1	3	1			
South Carolina	-	1	1	1	-	-			
South Dakota	3	-	-	-	-	-			
Tennessee	1	1	-	2	2	1			
Texas	3	1	-	-	3	4			
Utah	1	-	-	-	-	1			
Vermont	1	3	2	2	3	2			
Virginia	107	73	81	77	84	84	1.2%	15.1%	(23)
Washington	1	-	-	1	-	-			
West Virginia	1	3	3	2	2	2			
Wisconsin	-	2	2	1	1	1			
Wyoming	-	-	1	1	1	-			
Puerto Rico	1	-	-	-	-	-			
Virgin Islands	2	-	-	-	-	-			
International Countries	29	31	34	43	41	47	0.6%	51.6%	18
Other Nonresident Alien	6	2	3	3	2	1			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 12

FALL 2008 **Undergraduate Enrollment (7,281)** **Residency by Region & State**

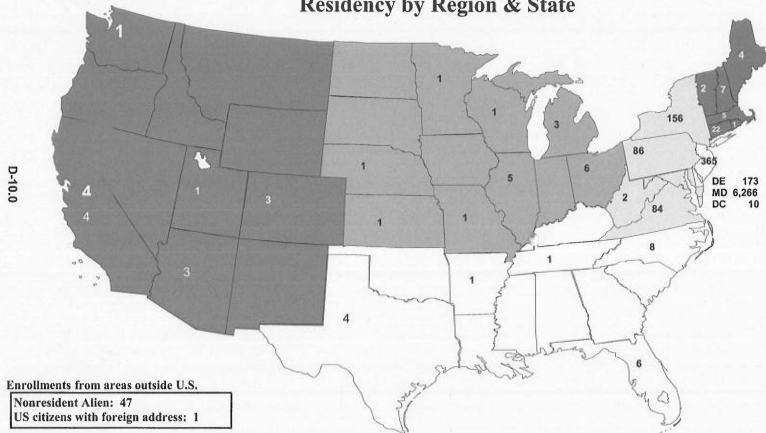


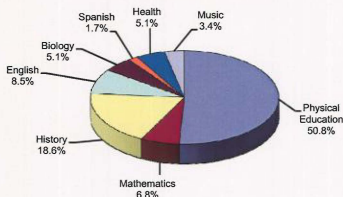


FIGURE 1. Distribution of the species in the United States. The species is present in the Northeast, Midwest, and South, but absent from the West and Alaska.

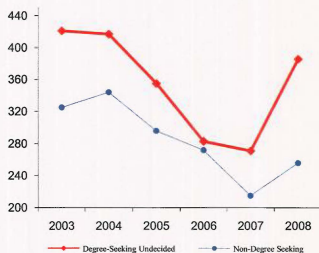
Source: U.S. Census Bureau, 1990.

Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

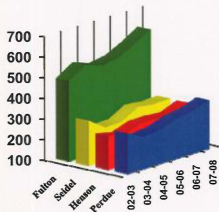
**Percentage of Undergraduate Degrees Awarded with
Secondary Education Track: 2007-2008**



**Undergraduate Enrollment:
Degree- Seeking Undecided
and
Non-Degree Seeking
Fall 2003 - Fall 2008**



**UG Degrees Awarded by School
2002-03 through 2007-08**



	02-03	03-04	04-05	05-06	06-07	07-08
■ Perdue	295	256	266	293	307	335
■ Henson	263	244	273	274	267	300
■ Seidel	318	260	262	307	298	302
■ Fulton	488	541	512	527	567	616

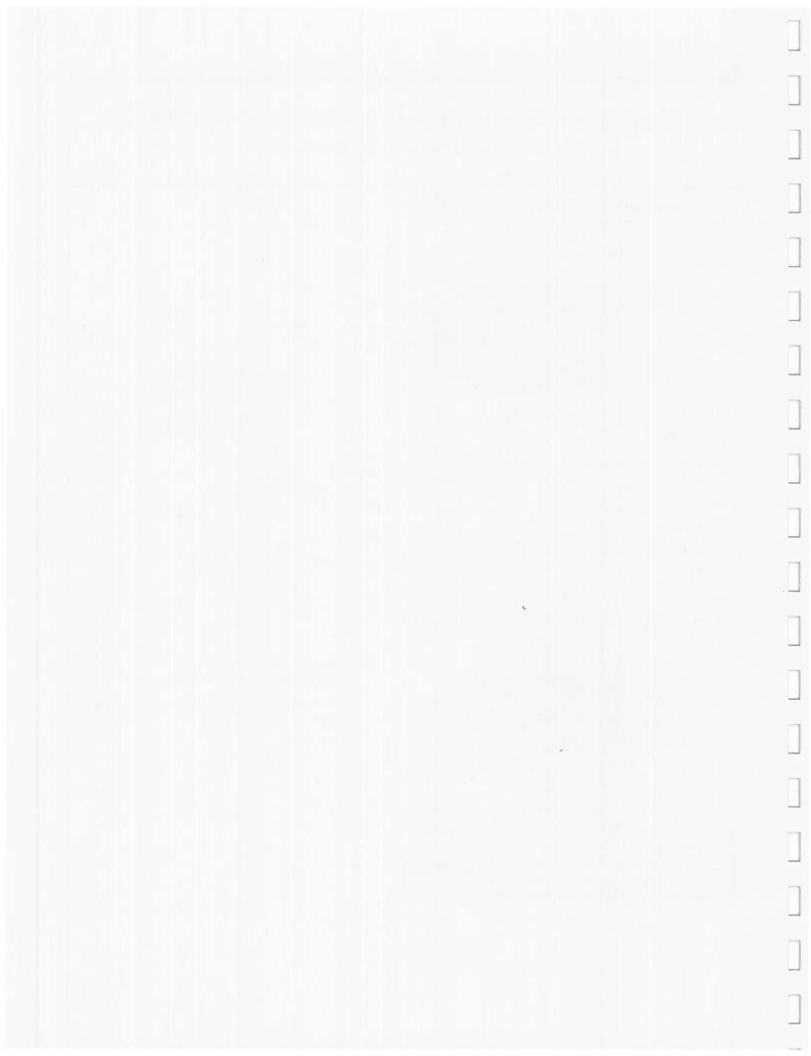


Table 1:

Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2008

2008																
Program	Freshman		Sophomore		Junior		Senior		Second Bachelor		Unclassified	Total	Total	Total	% of	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Full-Time	Part-Time	Enrollment	School
Fulton School of Liberal Arts																
Art	7	-	10	-	10	-	17	2	1	-	-	-	45	2	47	2.3%
Art (B.F.A.)	39	1	41	-	44	4	62	1	3	1	-	-	189	7	196	9.4%
Communication Arts	101	1	113	2	158	2	110	13	-	1	-	-	482	19	501	24.1%
Conflict Resolution	6	-	13	-	19	-	13	-	1	-	-	-	52	0	52	2.5%
English	43	2	34	2	57	2	42	2	-	-	-	-	176	8	184	8.8%
Engl for Spkrs of Oth Lng	-	-	1	-	2	-	1	2	-	-	-	-	4	2	6	0.3%
Environmental Issues	13	-	17	-	12	-	5	-	-	1	-	-	47	1	48	2.3%
French	1	-	4	-	-	-	3	-	-	-	-	-	8	0	8	0.4%
History	42	-	52	-	62	7	47	10	3	1	-	-	206	18	224	10.8%
Interdisciplinary Studies	4	-	8	1	21	1	32	9	-	-	-	-	65	11	76	3.7%
International Studies	19	-	20	-	11	-	11	-	-	-	-	-	61	0	61	2.9%
Music	11	-	7	-	6	1	13	2	-	-	-	-	37	3	40	1.9%
Philosophy	1	-	8	-	9	-	10	1	-	-	-	-	28	1	29	1.4%
Political Science	40	1	33	-	31	1	23	4	2	-	-	-	129	6	135	6.5%
Psychology	95	-	82	2	97	4	79	9	1	-	-	-	354	15	369	17.7%
Sociology	9	-	11	-	20	1	9	2	-	1	-	-	49	4	53	2.5%
Spanish	1	1	7	2	7	1	4	1	1	1	-	-	20	6	26	1.2%
Theatre	8	-	7	-	3	-	6	2	-	-	-	-	24	2	26	1.2%
Subtotal	440	6	468	9	569	24	487	60	12	6	-	-	1,976	105	2,081	100.0%
Henson School of Science & Technology																
Biology	163	2	115	3	120	1	92	10	5	2	-	-	495	18	513	34.1%
Chemistry	19	-	26	1	22	1	9	1	1	1	-	-	77	4	81	5.4%
CLS/Medical Technology	4	-	6	-	13	2	8	-	3	-	-	-	34	2	36	2.4%
Computer Science	29	-	17	2	20	1	18	3	-	-	-	-	84	6	90	6.0%
Environmental Health	1	-	2	-	3	-	4	-	-	-	-	-	10	0	10	0.7%
Geography	10	1	22	2	32	-	31	2	-	-	-	-	95	5	100	6.6%
Mathematics	28	-	12	-	25	-	12	4	1	-	-	-	78	4	82	5.4%
Nursing	167	-	95	4	68	5	66	6	37	5	-	-	433	20	453	30.1%
Physics	25	1	7	1	13	-	5	-	-	-	-	-	50	2	52	3.5%
Respiratory Therapy	8	-	10	3	27	1	34	2	3	-	-	-	82	6	88	5.8%
Subtotal	454	4	312	16	343	11	279	28	50	8	-	-	1,438	67	1,505	100.0%
Purdue School of Business																
Accounting	56	-	39	2	75	3	85	13	4	5	-	-	259	23	282	16.8%
Business Administration	256	6	182	2	80	8	34	4	-	-	-	-	552	20	572	34.1%
Economics	5	-	8	-	16	-	7	-	-	-	-	-	36	0	36	2.1%
Finance	30	1	26	3	62	2	69	12	1	1	-	-	168	19	207	12.3%
Information Systems	15	-	11	1	17	2	17	7	-	1	-	-	60	11	71	4.2%
Management	21	-	38	1	82	6	92	6	1	-	-	-	234	13	247	14.7%
Marketing	42	2	52	4	79	3	70	10	1	-	-	-	244	19	263	15.7%
Subtotal	425	9	356	13	411	24	374	52	7	7	-	-	1,573	105	1,678	100.0%
Seidel School of Education and Professional Studies																
Athletic Training	56	-	30	1	21	-	16	-	-	-	-	-	123	1	124	9.0%
Early Childhood Education	23	-	57	1	38	-	48	2	1	-	-	-	167	3	170	12.4%
Elementary Education	118	1	105	1	105	5	103	5	3	2	-	-	434	14	448	32.6%
Exercise Science	45	-	60	2	69	-	57	2	-	-	-	-	231	4	235	17.1%
Health Education	3	-	15	-	3	1	8	1	-	-	-	-	29	2	31	2.3%
Physical Education	41	-	40	-	47	2	38	3	-	-	-	-	166	5	171	12.4%
Social Work	17	1	30	14	55	30	37	8	3	1	-	-	142	54	196	14.3%
Subtotal	303	2	337	19	338	38	307	21	7	3	-	-	1,292	83	1,375	100.0%
Undeclared major ¹	278	2	88	4	12	2	-	-	-	-	-	-	378	8	386	
Unclassified ²	-	-	-	-	-	-	-	-	-	-	5	251	5	251	256	
TOTAL	1,900	23	1,561	61	1,673	99	1,447	161	76	24	5	251	6,662	619	7,281	

¹Degree-Seeking Students who have not declared a major.²Non-Degree Seeking Students

Table 2: Undergraduate Enrollment by School & Discipline: Fall 1998, Fall 2004 through Fall 2008

School and Degree Program	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change 2004-2008	1 Year Change	5 Year Average	10-yr chng
Fulton School of Liberal Arts										
Art	93	179	112	77	74	47	-73.7%	-36.5%	98	-49.5%
Art (B.F.A.)	4	22	93	151	172	196	791%	14.0%	127	4800%
Communication Arts	383	451	441	475	485	501	11%	3.3%	471	31%
Conflict Resolution	-	20	33	36	45	52	160%	15.6%	37	-
English	130	168	174	183	194	184	9.5%	-5.2%	181	41.5%
English for Speakers of Other Languages	-	-	-	4	4	6	-	-	-	-
Environmental Issues	-	2	9	18	33	48	2300%	45.5%	22	-
French	7	8	6	4	6	8	-	-	-	14%
History	144	240	213	221	214	224	-7%	4.7%	222	56%
Interdisciplinary Studies	-	84	89	80	91	76	-9.5%	-16.5%	84	-
International Studies	-	27	37	41	52	61	125.9%	17.3%	44	-
Liberal Studies	93	2	1	-	-	-	-	-	-	-100%
Music	35	29	29	37	44	40	38%	-9.1%	36	14%
Philosophy	23	35	37	47	42	29	-17%	-31.0%	38	26%
Political Science	112	126	123	126	120	135	7.1%	12.5%	126	20.5%
Psychology	241	292	296	334	359	369	26.4%	2.8%	330	53.1%
Sociology	35	42	41	51	57	53	26%	-7.0%	49	51%
Spanish	18	41	46	39	34	26	-37%	-23.5%	37	44%
Theatre	-	35	29	26	24	26	-26%	8.3%	28	-
Subtotal	1,318	1,803	1,808	1,950	2,050	2,081	15.4%	1.5%	1,938	57.9%
Henson School of Science & Technology										
Biology	583	391	408	463	462	513	31.2%	11.0%	447	-8.9%
Chemistry	51	70	67	93	86	81	16%	-5.8%	79	59%
CLS/Medical Technology	38	35	39	34	36	36	3%	-	36	-5%
Computer Science	-	113	89	80	81	90	-20.4%	11.1%	91	-
Environmental Health	40	25	17	16	19	10	-	0.0%	-	-75.0%
Geography	66	80	75	83	110	100	25%	-9.1%	90	52%
Mathematics	131	113	105	97	96	82	-27%	-14.6%	99	-37%
Nursing	208	403	428	421	418	453	12.4%	8.4%	425	117.8%
Physics	53	70	62	40	42	52	-25.7%	23.8%	53	-1.9%
Respiratory Therapy	41	43	54	70	73	88	105%	20.5%	66	115%
Subtotal	1,191	1,343	1,344	1,397	1,423	1,505	12.1%	5.8%	1,402	26.4%
Perdue School of Business										
Accounting	179	202	220	255	266	282	39.6%	6.0%	245	57.5%
Business Administration	796	527	587	636	623	572	9%	-8.2%	589	-28%
Economics	18	25	23	32	36	36	44%	-	30	100%
Finance	-	111	138	149	171	207	86.5%	21.1%	155	-
Information Systems	133	97	80	83	81	71	-26.8%	-12.3%	82	-46.6%
Management	-	155	195	230	230	247	59%	7.4%	211	-
Marketing	-	164	191	254	275	263	60%	-4.4%	229	-
Subtotal	1,126	1,281	1,434	1,639	1,682	1,678	31.0%	-0.2%	1,543	49.0%
Seidel School of Education & Professional Studies										
Athletic Training	-	80	85	106	129	124	55.0%	-3.9%	105	-
Early Childhood Education	-	90	117	135	158	170	89%	7.6%	134	-
Elementary Education	642	538	502	458	430	448	-17%	4.2%	475	-30%
Exercise Science	-	98	149	207	231	235	139.8%	1.7%	184	-
Health Education	-	20	24	17	25	31	55.0%	24.0%	23	-
Physical Education	285	182	163	167	168	171	-6%	1.8%	170	-40%
Social Work	159	170	160	160	159	196	15%	23.3%	169	23%
Subtotal	1,086	1,178	1,200	1,259	1,300	1,375	16.7%	5.8%	1,261	26.8%
Undecided ¹	397	417	355	283	271	386	-7.4%	42.4%	342	-2.8%
Unclassified ²	416	344	296	272	215	256	-26%	19.1%	277	-38%
Subtotal	813	761	651	555	486	642	-15.6%	32.1%	619	-21.0%
TOTAL	5,534	6,366	6,437	6,791	6,941	7,281	14.4%	4.9%	6,763	31.8%

¹Degree-seeking students only.

²Non-degree seeking students.

³For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3: Secondary Education Track Enrollment By Major and Classification
Fall 2008

Major	FR	SO	JR	SR	USB	Total
Biology	4	2	3	1	-	10
Chemistry	-	-	3	1	-	4
English	13	8	13	12	-	46
French	-	1	-	1	-	2
Health	3	16	4	9	-	32
History	17	24	21	17	1	80
Math	14	9	13	6	1	43
Music	6	4	3	8	-	21
Physical Education	28	26	36	38	-	128
Physics	-	1	-	-	-	1
Spanish	-	1	3	-	-	4
Total	85	92	99	93	2	371

Figure 1:

Secondary Education Enrollments: Fall 2008

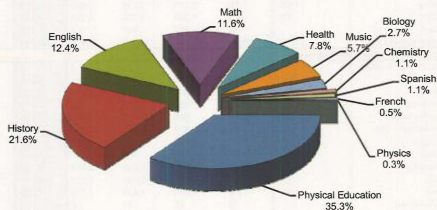


Table 3.1: Secondary Education Track Enrollment By Major and Classification
Fall 2003 - Fall 2008

	2003	2004	2005	2006	2007	2008
Biology	23	25	18	18	13	10
Chemistry	5	3	-	4	6	4
English	57	48	42	39	41	46
French	3	4	1	-	-	2
Health	17	20	24	17	25	32
History	142	106	80	92	84	80
Math	59	57	51	51	41	43
Music	9	15	13	16	17	21
Physical Education	151	159	145	154	142	128
Physics	2	2	2	1	2	1
Spanish	11	14	10	10	11	4
Total	479	453	386	402	382	371

Table 4:

Undergraduate Student Credit Hours by Discipline
Fall Enrollment 1998, 2004-2008

Discipline	1998	2004	2005	2006	2007	2008	% Change 2004-2008	10-yr chng
Fulton School of Liberal Arts								
Anthropology	372	453	477	501	564	356	-21.4%	(16)
Art	2,177	3,319	3,558	3,773	4,134	4,374	31.8%	2,197
Communication Arts	4,502	4,747	4,576	4,624	5,224	5,296	11.6%	794
Conflict Analysis & Dispute Res	-	576	621	826	1,239	1,455	152.6%	1,455
Dance	250	350	376	371	367	460	31.4%	210
English	6,297	6,588	6,588	7,743	8,336	9,744	47.9%	3,447
Environmental Issues	-	-	18	12	15	153	-	153
French	243	286	321	249	273	368	28.7%	125
German	131	122	141	123	152	176	44.3%	45
History	6,852	8,022	7,689	7,932	8,238	8,696	8.4%	1,844
Honors	-	371	469	432	772	778	109.7%	778
Interdisciplinary Studies	449	351	427	333	65	76	-78.3%	(373)
Modern Languages	168	102	108	129	162	276	170.6%	108
Music	905	743	1,120	1,247	1,437	1,646	121.5%	741
Music-Applied	332	249	259	305	345	347	39.4%	15
Philosophy	1,478	1,866	1,761	1,728	1,703	1,946	4.3%	468
Political Science	1,618	1,844	1,473	2,108	2,007	2,116	14.8%	498
Psychology	3,921	5,967	6,177	5,736	5,891	5,931	-0.6%	2,910
Russian	39	69	78	45	66	97	40.6%	58
Social Science	12	6	6	3	6	15	-	3
Sociology	1,428	1,722	1,713	1,809	1,650	1,760	2.2%	332
Spanish	738	1,218	1,289	1,320	1,164	1,092	-10.3%	354
Theatre	-	875	702	638	664	563	-35.7%	563
Fulton School Total	31,912	39,846	39,947	41,987	44,474	47,721	19.8%	15,809
Henson School of Science and Technology								
Applied Health Physiology	-	-	-	6	3	-	0.0%	-
Biology	6,083	6,566	6,981	7,191	7,291	7,784	18.6%	1,701
Chemistry	2,841	2,859	2,920	3,063	3,230	3,363	17.6%	522
CLS/Medical Technology	209	212	285	275	263	284	34.0%	75
Computer Science	929	1,047	885	777	850	869	-17.0%	(60)
Environmental Health	247	250	230	239	277	151	-39.6%	(96)
Geography	2,465	2,927	3,244	3,574	3,165	3,575	22.1%	1,110
Geology	249	192	188	408	-	396	106.3%	147
Mathematics	4,414	5,785	5,568	6,086	6,014	6,418	10.9%	2,004
Nursing	1,228	2,150	2,231	2,002	2,081	2,154	0.2%	926
Physics	1,400	1,258	1,443	1,438	1,711	1,566	24.5%	166
Pre-Engineering	-	33	42	21	18	24	-27.3%	24
Respiratory Therapy	441	612	812	899	969	1,024	67.3%	583
Henson School Total	20,506	23,891	24,829	25,979	25,872	27,608	15.6%	7,102
Purdue School of Business								
Accounting	1,764	2,694	2,742	3,483	3,438	3,492	29.6%	1,728
Business Administration	5,730	342	324	417	387	384	12.3%	(5,346)
Economics	1,308	1,611	1,479	1,995	2,064	2,034	26.3%	726
Finance	-	1,311	1,407	1,638	1,722	1,866	42.3%	1,866
Info. Systems	1,006	2,307	2,339	2,538	2,836	2,688	16.5%	1,682
Management	-	2,046	2,163	2,298	2,277	2,595	26.6%	2,595
Marketing	-	1,719	1,740	1,911	2,190	2,034	18.3%	2,034
Purdue School Total	9,808	12,030	12,194	14,280	14,914	15,093	25.5%	5,285
Seldin School of Education and Professional Studies								
Athletic Trainer	-	275	210	302	321	370	34.5%	370
Education, Early Childhood	-	306	468	444	489	591	93.1%	591
Education, Elementary	2,850	2,571	2,517	2,040	2,265	2,178	-15.3%	(672)
Education, General	2,253	1,802	1,677	1,728	1,545	1,653	-8.3%	(600)
Education, Secondary	261	384	306	363	294	315	-18.0%	54
Exercise Science	-	318	696	759	1,538	1,911	500.9%	1,911
General Studies	261	-	44	138	248	297	-	36
Health	369	641	756	951	1,058	1,138	77.5%	769
Military Science	26	3	5	-	-	6	-	(20)
Physical Education	4,154	3,741	3,932	4,028	3,163	3,286	-12.2%	(868)
Physical Education, Teacher Ed	-	372	470	482	964	1,163	212.6%	1,163
Science Education	112	-	-	-	-	-	-	(112)
Social Work	1,395	1,713	1,606	1,592	1,631	1,925	12.4%	530
Seldin School Total	11,681	12,126	12,687	12,827	13,516	14,833	22.3%	3,152
TOTALS	73,907	87,893	89,657	95,073	98,776	105,255	19.8%	31,348
Total FTES	4927.1	5,859.5	5,977.1	6,338.2	6,585	7,017.0	19.8%	2,090

FTES is undergraduate credit hours divided by 15.

Table 1:

UNDERGRADUATE Degrees Awarded by School and Honors

2003-04 through 2007-08

School	2003-04		2004-05		2005-06		2006-07		2007-08	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	41	3.2%	27	2.1%	32	2.3%	18	1.3%	21	1.4%
Art (Fine)	15	1.2%	17	1.3%	25	1.8%	34	2.4%	40	2.6%
Communication Arts	135	10.4%	131	10.0%	142	10.1%	133	9.2%	155	10.0%
Conflict Analysis/Dispute Res	11	0.8%	15	1.1%	12	0.9%	14	1.0%	14	0.9%
English	46	3.5%	45	3.4%	38	2.7%	45	3.1%	53	3.4%
English for Speakers of Other Language	-	0.0%	-	0.0%	-	0.0%	-	0.0%	1	0.1%
Environmental Issues	-	0.0%	-	0.0%	1	0.1%	4	0.3%	3	0.2%
French	1	0.1%	5	0.4%	2	0.1%	1	0.1%	3	0.2%
History	85	6.5%	72	5.5%	55	3.9%	67	4.7%	50	3.2%
Interdisciplinary Studies	63	4.8%	55	4.2%	58	4.1%	61	4.2%	71	4.6%
International Studies	-	-	1	0.1%	6	0.4%	9	0.6%	12	0.8%
Liberal Studies	2	0.2%	-	0.0%	1	0.1%	-	0.0%	-	0.0%
Music	2	0.2%	5	0.4%	6	0.4%	2	0.1%	6	0.4%
Philosophy	17	1.3%	4	0.3%	18	1.3%	14	1.0%	19	1.2%
Political Science	25	1.9%	31	2.4%	30	2.1%	33	2.3%	26	1.7%
Psychology	84	6.5%	78	5.9%	71	5.1%	91	6.3%	106	6.8%
Sociology	5	0.4%	10	0.8%	7	0.5%	9	0.6%	11	0.7%
Spanish	8	0.6%	11	0.8%	16	1.1%	27	1.9%	17	1.1%
Theatre	1	0.1%	5	0.4%	7	0.5%	5	0.3%	8	0.5%
Subtotal	541	41.6%	512	39.0%	527	37.6%	567	39.4%	616	39.7%
Henson School of Science & Technology										
Biology	71	5.5%	82	6.2%	82	5.9%	91	6.3%	91	5.9%
Chemistry	7	0.5%	12	0.9%	8	0.6%	9	0.6%	12	0.8%
CLS/Medical Technology	7	0.5%	8	0.6%	6	0.4%	9	0.6%	9	0.6%
Computer Science	15	1.2%	15	1.1%	18	1.3%	10	0.7%	6	0.4%
Environmental Health	8	0.6%	10	0.8%	7	0.5%	4	0.3%	8	0.5%
Geography	13	1.0%	32	2.4%	20	1.4%	20	1.4%	34	2.2%
Mathematics	24	1.8%	22	1.7%	22	1.6%	24	1.7%	28	1.8%
Nursing	80	6.1%	78	5.9%	84	6.0%	68	4.7%	76	4.9%
Physics	8	0.6%	4	0.3%	12	0.9%	8	0.6%	13	0.8%
Respiratory Therapy	11	0.8%	10	0.8%	15	1.1%	24	1.7%	23	1.5%
Subtotal	244	18.8%	273	20.8%	274	19.6%	267	18.6%	300	19.3%
Perdue School of Business										
Accounting	32	2.5%	34	2.6%	40	2.9%	38	2.6%	30	1.9%
Business Administration	100	7.7%	29	2.2%	16	1.1%	10	0.7%	14	0.9%
Economics	3	0.2%	8	0.6%	8	0.6%	5	0.3%	10	0.6%
Finance	28	2.2%	42	3.2%	59	4.2%	66	4.6%	61	3.9%
Information Systems	36	2.8%	38	2.9%	25	1.8%	25	1.7%	29	1.9%
Management	20	1.5%	54	4.1%	91	6.5%	95	6.6%	91	5.9%
Marketing	37	2.8%	61	4.6%	54	3.9%	68	4.7%	100	6.4%
Subtotal	256	19.7%	266	20.3%	293	20.9%	307	21.3%	335	21.6%
Seidel School of Education & Professional Studies										
Athletic Training	3	0.2%	7	0.5%	9	0.6%	11	0.8%	6	0.4%
Early Childhood Education	-	-	12	0.9%	22	1.6%	28	1.9%	34	2.2%
Elementary Education	145	11.1%	108	8.2%	129	9.2%	113	7.9%	98	6.3%
Exercise Science	18	1.4%	33	2.5%	43	3.1%	45	3.1%	68	4.4%
Health Education	1	0.1%	7	0.5%	4	0.3%	2	0.1%	3	0.2%
Physical Education	38	2.9%	34	2.6%	41	2.9%	43	3.0%	30	1.9%
Social Work	55	4.2%	61	4.6%	59	4.2%	56	3.9%	63	4.1%
Subtotal	260	20.0%	262	20.0%	307	21.9%	298	20.7%	302	19.4%
TOTAL	1,301	100.0%	1,313	100.0%	1,401	100.0%	1,439	100.0%	1,553	100.0%
Honor Degrees										
Cum Laude	268	49.8%	146	45.5%	149	47.8%	145	47.9%	168	55.4%
Dept Honors in Mathematics	-	-	-	-	-	-	2	0.7%	1	0.3%
Magna Cum Laude	137	25.4%	96	29.9%	95	30.4%	105	34.7%	105	30.5%
Summa Cum Laude	112	20.7%	60	18.7%	51	16.3%	42	13.9%	52	15.1%
Bellavance Honors	15	2.8%	9	2.8%	13	4.2%	5	1.7%	13	3.8%
Bellavance Honors w/Distinction ¹	8	1.5%	10	3.1%	4	1.3%	4	1.3%	5	1.5%
TOTAL	540	100.0%	321	100.0%	312	100.0%	303	100.0%	344	106.6%
Honor Degrees as a Percent of Total Undergraduate Degrees		41.5%		24.4%		22.3%		21.1%		22.2%

¹New designation beginning with degrees awarded in AY03-04.

Table 2:

BACHELOR Degrees Awarded by Academic Years: AY 1997-98, AY 2003-04 through 2007-08

	1997-98	2003-04	2004-05	2005-06	2006-07	2007-08	10-yr chng
Grand Total Baccalaureate Degrees	1,260	1,301	1,313	1,401	1,439	1,553	293
Bachelor of Arts	398	501	471	480	497	546	148
% of Total	31.6%	38.5%	35.9%	34.3%	34.5%	35.2%	
Bachelor of Science	788	730	764	837	852	904	116
% of Total	62.5%	56.1%	58.2%	59.7%	59.2%	58.2%	
Bachelor of Arts in Social Work	74	55	61	59	56	63	(11)
% of Total	5.9%	4.2%	4.6%	4.2%	3.9%	4.1%	
Bachelor of Fine Arts	0	15	17	25	34	40	40
% of Total	0.0%	1.2%	1.3%	1.8%	2.4%	2.6%	

Figure 1:

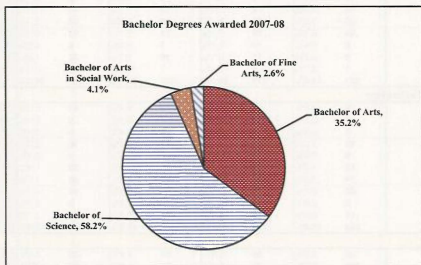


Table 3:

Number of Undergraduate Students Graduating
with a Secondary Education Track
by Major: AY 1997-98, AY 2003-04 to AY 2007-08

Major	1997-98	2003-04	2004-05	2005-06	2006-07	2007-08	10-yr chng
Art	-	-	-	-	-	-	-
Biology	4	2	1	3	4	3	(1)
Chemistry	2	1	2	-	-	-	(2)
English	10	12	15	8	6	5	(5)
French	-	-	2	1	-	-	-
History	19	23	24	12	21	11	(8)
Mathematics	6	8	10	3	14	4	(2)
Music	1	1	2	3	1	2	1
Physical Education	30	33	28	36	39	30	-
Physics	-	-	-	-	1	-	-
Social Science	-	-	-	-	-	-	-
Spanish	3	2	3	1	4	1	(2)
Total	75	82	87	67	90	56	(19)
% of Total Undergraduate Baccalaureate Recipients	6.0%	6.3%	6.6%	4.8%	6.3%	3.6%	

Note: Health degree recipients are eligible to teach.

Table 4:

2007-08 Undergraduate Degrees Awarded by Track
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major & Track	No track	AANT	ACNC	AWMS	BIOC	CARD	CELL	CLIN	CORP	DEVL	DUAL	ECOL	ECON	ENMC	ERTH	ENSL	GRVS	HSRV	ICRP	INDV	INFO	INTL
Art	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	-	-	-	-	-
Art/Flac	28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	58	-	-	-	-	-	2	-	-	-	-	-	8	-	18	-	-	-	-	-	-	-
Business Admin.	7	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	2	-
Chemistry	2	-	3	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Communications Arts	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Craft/Art Analysis	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	6	-	2
Exercise Science	64	-	-	-	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance	39	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Geography	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	5	-
Health Education	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
History	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interdisciplinary Studies	67	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Music	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nursing	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physics	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Psychology	91	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	11	-	-	-	-
Social Work	56	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Spanish	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Theatre	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	621	2	3	1	6	2	2	2	4	4	7	8	6	10	9	2	16	11	1	2	5	2

Major/Track-continued

	ENR	ENVS	IPRS	JENL	MAPP	MAWS	MCWS	THIRD	ORGN	PERI	PHOT	PLAN	FREE	REBT	ENRS	SECD	SDRS	TCMR	TECH	THRE	TWOD	TOTAL
Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	21
Art/Flac	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	48
Biology	-	-	-	-	-	-	2	-	8	-	-	-	-	-	3	-	-	-	-	-	-	91
Business Admin.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14
Chemistry	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	12
Communications Arts	61	-	-	38	-	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	155
Craft/Art Analysis	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14
English	-	-	-	-	-	-	-	-	-	-	-	-	-	10	-	8	-	-	-	-	-	53
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68
Finance	-	14	-	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	-	-	-	61
Geography	-	-	-	-	1	-	-	-	-	-	-	12	-	-	-	-	-	-	-	-	-	34
Health Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	3
History	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-	-	-	-	-	-	59
Interdisciplinary Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	71
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	28
Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	6
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	15	-	-	-	-	76
Physical Education	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	39	-	-	-	-	21
Physics	-	-	-	-	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	13
Psychology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	106
Social Work	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63
Spanish	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	17
Theatre	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	3	-	9
Total	61	14	3	38	1	97	3	1	8	4	2	26	6	10	1	24	15	33	3	1	1	634

Summary of Tracks

AANT	Anthropology	ECON	Economics	ENR	Environmental	IPRS	Interpersonal	PLAN	Financial Planning
ACNC	American Chemical Soc.	ENMC	Environmental/Marine Sciences	FREE	Free-writing	PERI	Personal	PHOT	Photography
AWMS	Women Studies/Gender Studies	ERTH	Earth/Atmospheric Sciences	JENL	Journals/Pubs. Relations	REBT	Writing and Editors	ENRS	EN to BS Articulation
BIOC	Biochemistry	ENSL	English as a Second Language	MAPP	Mapping Services/Computer Appl	SECD	Secondary Education	SDRS	Second Bachelor's Degree
CARD	Cardiovascular	GRVS	Graphic Design/Visual Comm	MAWS	Mass Media	TCMR	Teacher Education	TECH	Design/Technical Production
CELL	Cell/Molecular Biology/Biochem	HSRV	Human Services	MCWS	Media/Visual	THRE	Three-dimensional Studio	TWOD	Two-dimensional Studio
CLIN	Clinical	ICRP	Interpersonal	ORGN	Organizational				
CORP	Corporate Finance	INDV	Individual	PHOT	Photography				
ENMC	Environmental/Marine Sciences	INFO	Information Systems						
ENSL	English as a Second Language	INTL	International						
ERTH	Earth/Atmospheric Sciences								

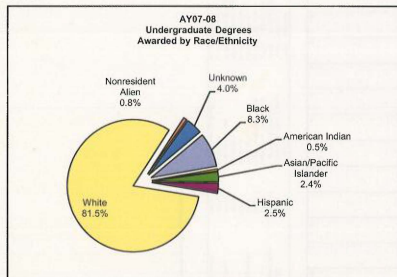
NOTE: Some degree recipients had more than one major and therefore, possibly more than one track.

Table 5:

**2007-08 Degrees Awarded
By Major and Concentration**
(Reports ONLY those programs where concentrations are offered)

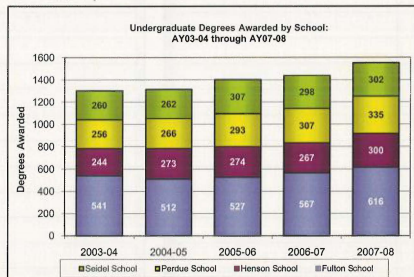
Major	Creative Writing	Film	Global Cultural Studies	Intl Business	Intl Political Economics	Intl Relations	Linguistics	Literature	Statistics	Total
Business Admin	-	-	-	4	-	-	-	-	-	4
English	9	8	-	-	-	-	1	18	-	36
International Studies	-	-	3	-	1	8	-	-	-	12
Mathematics	-	-	-	-	-	-	-	-	2	2
Total	9	8	3	4	1	8	1	18	2	54

Figure 2:

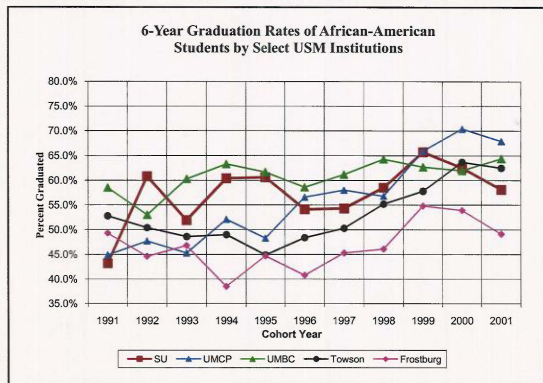
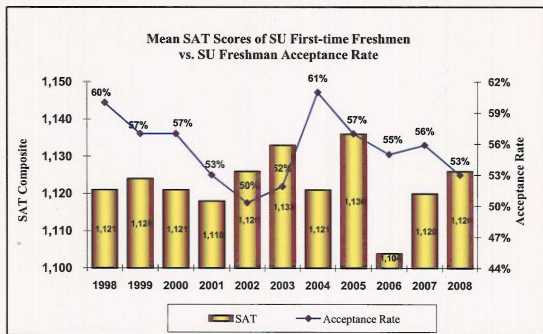


Source: MHEC DIS

Figure 3:



Retention and Graduation Rates, Freshmen and Transfer Summaries



6

Table 2:

Salisbury University
Retention and Graduation Statistics for First-Year Student Cohorts - BY RACE/ETHNICITY
Fall 1995 through Fall 2007

Enrolling Cohort	Year 1	Year 2 Retention				Year 3 Retention				Year 4 Retention				Year 5 Retention				4-year Graduation Rate	5-year Graduation Rate	
		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009				
2007 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2006 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2005 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2004 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2003 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2002 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2001 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2000 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2009 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2008 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2007 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2006 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2005 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2004 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2003 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2002 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2001 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2000 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2009 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2008 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2007 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2006 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%		
White, non-Hispanic	100	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%	96.1%		
Other	87	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%	73.0%		
2005 Fall Cohort																				
All races	100	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.8%	82.							

Table 2:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2007

[illegible]

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY GENDER
Fall 1993 through Fall 2007[illegible]

Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY GENDER
Fall 1993 through Fall 2007

Country	Gender	Year 1										Year 2										Year 3										Year 4										Year 5										Year 6										Year 7										Year 8										Year 9										Year 10										Year 11										Year 12										Year 13										Year 14										Year 15										Year 16										Year 17										Year 18										Year 19										Year 20										Year 21										Year 22										Year 23										Year 24										Year 25										Year 26										Year 27										Year 28										Year 29										Year 30										Year 31										Year 32										Year 33										Year 34										Year 35										Year 36										Year 37										Year 38										Year 39										Year 40										Year 41										Year 42										Year 43										Year 44										Year 45										Year 46										Year 47										Year 48										Year 49										Year 50										Year 51										Year 52										Year 53										Year 54										Year 55										Year 56										Year 57										Year 58										Year 59										Year 60										Year 61										Year 62										Year 63										Year 64										Year 65										Year 66										Year 67										Year 68										Year 69										Year 70										Year 71										Year 72										Year 73										Year 74										Year 75										Year 76										Year 77										Year 78										Year 79										Year 80										Year 81										Year 82										Year 83										Year 84										Year 85										Year 86										Year 87										Year 88										Year 89										Year 90										Year 91										Year 92										Year 93										Year 94										Year 95										Year 96										Year 97										Year 98										Year 99										Year 100										Year 101										Year 102										Year 103										Year 104										Year 105										Year 106										Year 107										Year 108										Year 109										Year 110										Year 111										Year 112										Year 113										Year 114										Year 115										Year 116										Year 117										Year 118										Year 119										Year 120										Year 121										Year 122										Year 123										Year 124										Year 125										Year 126										Year 127										Year 128										Year 129										Year 130										Year 131										Year 132										Year 133										Year 134										Year 135										Year 136										Year 137										Year 138										Year 139										Year 140										Year 141										Year 142										Year 143										Year 144										Year 145										Year 146										Year 147										Year 148										Year 149										Year 150										Year 151										Year 152										Year 153										Year 154										Year 155										Year 156										Year 157										Year 158										Year 159										Year 160										Year 161										Year 162										Year 163										Year 164										Year 165										Year 166										Year 167										Year 168										Year 169										Year 170										Year 171										Year 172										Year 173										Year 174										Year 175										Year 176										Year 177										Year 178										Year 179										Year 180										Year 181										Year 182										Year 183										Year 184										Year 185										Year 186										Year 187										Year 188										Year 189										Year 190										Year 191										Year 192										Year 193										Year 194										Year 195										Year 196										Year 197										Year 198										Year 199										Year 200										Year 201										Year 202										Year 203										Year 204										Year 205										Year 206										Year 207										Year 208										Year 209										Year 210										Year 211										Year 212										Year 213										Year 214										Year 215										Year 216										Year 217										Year 218										Year 219										Year 220										Year 221										Year 222										Year 223										Year 224										Year 225										Year 226										Year 227										Year 228										Year 229										Year 230										Year 231										Year 232										Year 233										Year 234										Year 235										Year 236										Year 237										Year 238										Year 239										Year 240										Year 241										Year 242										Year 243										Year 244										Year 245										Year 246										Year 247										Year 248										Year 249										Year 250										Year 251										Year 252										Year 253										Year 254										Year 255										Year 256										Year 257										Year 258										Year 259										Year 260										Year 261										Year 262										Year 263										Year 264										Year 265										Year 266										Year 267										Year 268										Year 269										Year 270										Year 271										Year 272										Year 273										Year 274										Year 275										Year 276										Year 277										Year 278										Year 279										Year 280										Year 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336										Year 337										Year 338										Year 339										Year 340										Year 341										Year 342										Year 343										Year 344										Year 345										Year 346										Year 347										Year 348										Year 349										Year 350										Year 351										Year 352										Year 353										Year 354										Year 355										Year 356										Year 357										Year 358										Year 359										Year 360										Year 361										Year 362										Year 363										Year 364										Year 365										Year 366										Year 367										Year 368										Year 369										Year 370										Year 371										Year 372										Year 373										Year 374										Year 375										Year 376										Year 377										Year 378										Year 379										Year 380										Year 381										Year 382										Year 383										Year 384										Year 385										Year 386										Year 387										Year 388										Year 389										Year 390										Year 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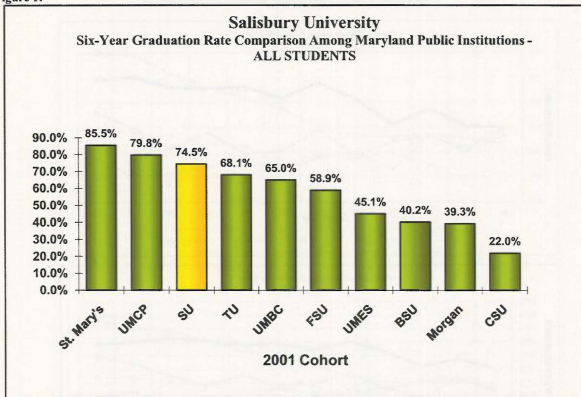
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Table 3:

Salisbury University
Retention and Graduation Statistics for First-time Student Cohorts - BY RESIDENCY
Fall 2007 through Fall 2007

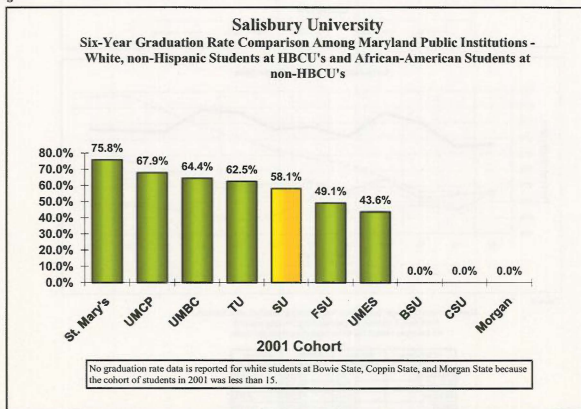
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		Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Seniors	Senior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Figure 1:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", November 2008.

Figure 2:



Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", November 2008.

Figure 3:

Comparison of 4, 5, and 6 Year Graduation Rates Among Selected USM Institutions
First-time, Full-time Degree-seeking Undergraduates
Graduating from any USM Institution by Institution of First Enrollment

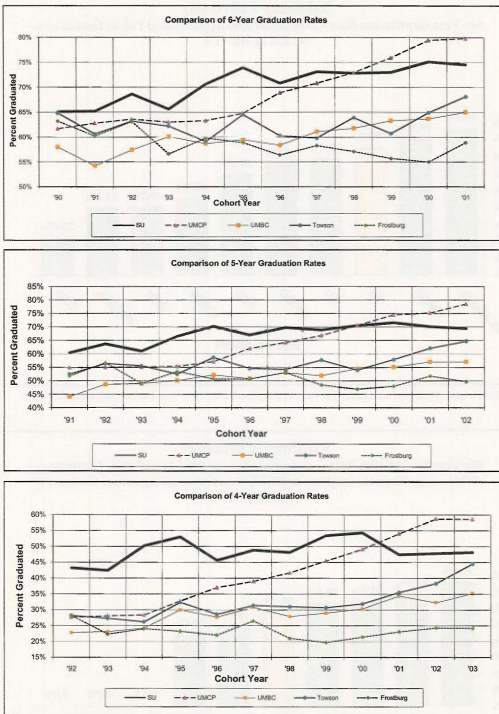


Table 4:

Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Undergraduates
All averages reflect the three most recent cohort years.

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	23.9%	49.8%	56.5%
Salisbury	47.8%	70.4%	74.2%
Towson	39.4%	61.6%	56.5%
UMBC	34.0%	56.4%	64.0%
UMCP	57.1%	76.1%	78.4%

Source: MHEC report
 "Retention and Graduation
 Rates at Maryland Public
 Four-Year Institutions",
 November 2008.

Table 1: Enrollment by Residence and Race/Ethnicity
(Full and Part-Time) *NEW UNDERGRADUATE*¹ Students: Fall 2008

MARYLAND COUNTIES	African-American	White	Other²	Total
Eastern Shore Counties				
Caroline	1	19	2	22
Cecil	-	22	-	22
Dorchester	1	16	2	19
Kent	1	5	-	6
Queen Anne's	-	23	-	23
Somerset	4	4	3	11
Talbot	1	9	2	12
Wicomico	15	93	21	129
Worcester	5	48	1	54
Subtotal	28	239	31	298
Western Shore Counties				
Allegany	-	1	-	1
Anne Arundel	12	79	7	98
Baltimore	10	119	4	133
Baltimore City	11	2	1	14
Calvert	3	15	3	21
Carroll	1	38	1	40
Charles	8	24	4	36
Frederick	2	44	6	52
Garrett	-	-	-	-
Harford	3	66	-	69
Howard	15	80	5	100
Montgomery	17	106	23	146
Prince George's	31	15	3	49
St. Mary's	-	12	2	14
Washington	-	10	-	10
Subtotal	113	611	59	783
TOTAL MD. RESIDENTS	141	850	90	1,081
OUT-OF-STATE	9	203	11	223
FOREIGN	-	-	4	4
TOTAL NONRESIDENTS	9	203	15	227
GRAND TOTAL	150	1,053	105	1,308

¹Includes first-time non-degree students.

²"Other" includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

Table 1.1:

Enrollment by Residence and Race/Ethnicity (Historical)
(Full and Part-Time) NEW UNDERGRADUATE* Students Fall 2004-Fall 2008

MARYLAND COUNTIES	Fall 2004			Fall 2005			Fall 2006			Fall 2007			Fall 2008		
	African American	White	Other ¹	Total	African American	White	Other ¹	Total	African American	White	Other ¹	Total	African American	White	Other ¹
Eastern Shore Counties															
Caroline	-	9	-	9	-	2	6	4	12	-	11	1	16	1	2
Cecil	-	18	-	18	-	20	1	21	20	1	15	2	28	1	2
Dorchester	-	28	-	28	-	32	3	35	3	27	1	28	6	1	5
Kent	-	2	-	2	-	1	7	8	-	-	-	-	6	1	5
Queen Anne's	-	2	-	2	-	1	8	9	-	-	5	-	-	-	-
Somerset	-	11	-	11	-	16	8	4	15	1	16	1	18	-	23
Worcester	-	16	-	16	-	13	1	14	13	1	5	7	24	-	2
Wicomico	21	108	21	150	18	87	15	120	11	127	20	164	19	103	21
Wye	7	34	5	46	8	40	6	52	3	35	2	38	6	47	1
Subtotal	32	224	34	290	38	201	31	269	23	241	41	355	39	239	31
Western Shore Counties															
Allegany	1	-	-	1	-	2	-	2	-	-	1	1	2	-	1
Anne Arundel	4	89	8	101	4	63	4	71	8	63	4	87	4	75	12
Baltimore	27	81	8	116	18	78	7	103	13	63	8	84	11	12	79
Baltimore City	8	116	18	142	13	63	8	84	10	119	10	139	8	111	19
Calvert	1	23	2	26	1	24	1	26	4	9	-	13	5	10	4
Carroll	1	42	2	45	2	35	1	38	1	21	3	25	3	15	3
Chesapeake	3	14	4	21	3	19	1	23	1	29	1	31	42	1	45
Clinton	1	14	4	19	1	7	8	16	3	27	5	32	2	34	1
Crown Point	2	2	2	6	1	4	1	6	1	3	1	5	2	4	6
Frederick	2	38	8	48	2	45	-	47	4	70	2	76	6	62	3
Hancock	2	65	10	77	6	62	1	69	16	74	4	94	12	76	10
Howard	4	61	10	75	4	58	23	75	15	107	14	136	23	106	23
Montgomery	2	14	1	17	1	17	1	19	3	14	-	17	3	15	3
Prince George's	59	17	4	80	37	20	3	60	32	15	5	52	42	11	59
St. Mary's	2	14	1	17	1	17	1	19	1	10	3	14	-	12	2
Talbot	1	11	-	12	1	11	-	12	-	-	-	-	-	-	-
Washington	12	46	37	95	19	49	42	110	40	52	102	242	75	210	113
Westchester	139	714	106	959	140	691	73	904	128	743	89	945	132	778	104
TOTAL MD. RESIDENTS	139	714	106	959	140	691	73	904	128	743	89	945	132	778	104
NOT-OF-STATE	18	146	27	191	17	154	17	188	10	151	29	194	21	189	3
NOT-OF-COUNTRY	18	147	32	197	18	154	22	194	10	151	35	197	21	190	14
TOTAL NONRESIDENTS	18	147	32	197	18	154	22	194	10	151	35	197	21	190	14
GRAND TOTAL	157	861	138	1,156	158	845	95	1,098	138	894	128	1,142	153	968	118

*Includes incoming exchange students.

¹Other includes Hispanic, Asian/Pacific Islander, American Indian, Unknown, and Nonresident Alien students.

Figure 1.1:

Comparison of New Undergraduates by Race/Ethnicity: Fall '04 through Fall '08

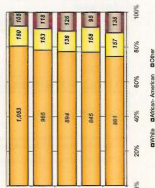


Figure 1.2:

New Undergraduate Students by Geographic Origin: Fall 2008

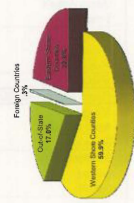


Table 2: Top Feeder High Schools to Salisbury University
Fall 2008

Maryland High Schools	County	# of Freshmen	% of SU Freshman Class
Stephen Decatur High School	Worcester	29	2.4%
Bennett High School	Wicomico	24	2.0%
Parkside High School	Wicomico	21	1.8%
Archbishop Spalding High School	Anne Arundel	17	1.4%
Wicomico High School	Wicomico	15	1.3%
Broadneck Senior High School	Anne Arundel	14	1.2%
John Carroll High School	Harford	14	1.2%
Kent Island High School	Queen Annes	14	1.2%
Northwest High School	Montgomery	14	1.2%
Calvert Hall College High School	Calvert	13	1.1%
Dulaney High School	Baltimore	13	1.1%
Sherwood High School	Montgomery	13	1.1%
Westlake High School	Charles	13	1.1%
Cambridge-South Dorchester HS	Dorchester	12	1.0%
Centennial High School	Howard	12	1.0%
Colonel Richardson High School	Caroline	12	1.0%
Colonel Zadok Magruder High School	Montgomery	12	1.0%
Huntingtown High School	Calvert	12	1.0%
C Milton Wright High School	Harford	11	0.9%
Catonsville High School	Baltimore	11	0.9%
Damascus High School	Montgomery	11	0.9%
Mount Saint Joseph High School	Baltimore	11	0.9%
Snow Hill High School	Worcester	11	0.9%
Towson High School	Baltimore	11	0.9%
Arundel Senior High School	Anne Arundel	10	0.8%
Atholton High School	Howard	10	0.8%
Fallston High School	Harford	10	0.8%
Gaithersburg High School	Montgomery	10	0.8%
North Caroline Senior HS	Caroline	10	0.8%
Academy Of The Holy Cross	Montgomery	9	0.8%
Bishop McNamara High School	Prince Georges	9	0.8%
Hammond High School	Howard	9	0.8%
Mount Hebron High School	Howard	9	0.8%
Oakland Mills High School	Howard	9	0.8%
Reservoir High School	Howard	9	0.8%
Severna Park Senior HS	Anne Arundel	9	0.8%
TOTAL		453	37.8%
Out-of-State High Schools	State	# of Freshmen	% of SU Freshman Class
Delmar Middle & Senior High	Delaware	7	0.6%
Saint Johns College HS	Washington, DC	6	0.5%
Sussex Technical High School	Delaware	6	0.5%
Indian River High School Dagsboro	Delaware	5	0.4%
Millford Senior High School	Delaware	5	0.4%
Sussex Central Senior High School	Delaware	5	0.4%
Dover High School	Delaware	4	0.3%
Old Bridge High School	New Jersey	4	0.3%
TOTAL		42	3.5%
Total first-time, degree-seeking students: All States/Counties		1,199	

Table 3:

Applications/Acceptances/Enrollment First-time, Degree-seeking
Students: Fall 1998, Fall 2004 to Fall 2008

Applicants for First Time Freshman Admission	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Within County						
Applied	193	180	195	258	250	219
% of grand total	4.3%	3.6%	3.7%	4.4%	3.8%	3.0%
Accepted	139	123	124	166	163	138
% of grand total	5.2%	4.0%	4.1%	5.1%	4.4%	3.6%
Selectivity	72.0%	68.3%	63.6%	64.3%	65.2%	63.0%
Enrolled	89	82	71	104	93	82
% of grand total	9.6%	8.3%	7.4%	10.1%	8.1%	6.8%
Yield	64.0%	66.7%	57.3%	62.7%	57.1%	59.4%
Outside County, In-State						
Applied	2,593	3,622	3,749	4,160	4,731	5,254
% of grand total	58.1%	71.5%	70.8%	70.4%	71.8%	72.2%
Accepted	1,527	2,164	2,128	2,211	2,580	2,714
% of grand total	57.3%	69.7%	70.7%	68.3%	70.0%	70.4%
Selectivity	58.9%	59.7%	56.8%	53.1%	54.5%	51.7%
Enrolled	601	720	710	744	839	899
% of grand total	64.8%	73.0%	74.1%	72.0%	73.0%	75.0%
Yield	39.4%	33.3%	33.4%	33.6%	32.5%	33.1%
Outside State						
Applied	1,662	1,202	1,296	1,422	1,537	1,716
% of grand total	37.2%	23.7%	24.5%	24.1%	23.3%	23.6%
Accepted	991	789	732	831	911	965
% of grand total	37.2%	25.4%	24.3%	25.7%	24.7%	25.0%
Selectivity	59.6%	65.6%	56.5%	58.4%	59.3%	56.2%
Enrolled	233	173	172	174	209	210
% of grand total	25.1%	17.5%	18.0%	16.8%	18.2%	17.5%
Yield	23.5%	21.9%	23.5%	20.9%	22.9%	21.8%
Nonresident Alien						
Applied	15	63	56	70	75	86
% of grand total	0.3%	1.2%	1.1%	1.2%	1.1%	1.2%
Accepted	8	29	27	30	30	39
% of grand total	0.3%	0.9%	0.9%	0.9%	0.8%	1.0%
Selectivity	53.3%	46.0%	48.2%	42.9%	40.0%	45.3%
Enrolled	5	11	5	11	9	8
% of grand total	0.5%	1.1%	0.5%	1.1%	0.8%	0.7%
Yield	62.5%	37.9%	18.5%	36.7%	30.0%	20.5%
GRAND TOTAL						
Applied	4,463	5,067	5,296	5,910	6,593	7,275
Accepted	2,665	3,105	3,011	3,238	3,684	3,856
Enrolled	928	986	958	1,033	1,150	1,199
Acceptance Rate	60%	61.3%	56.9%	54.8%	55.9%	53.0%
Yield	35%	31.8%	31.8%	31.9%	31.2%	31.1%

Source: Fall AIS file

Figure 2:

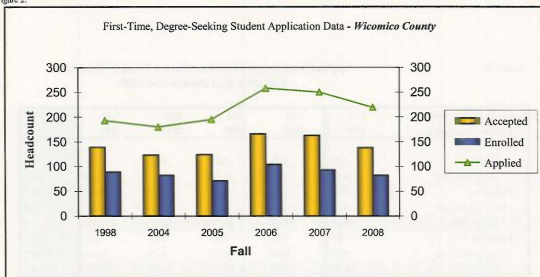


Figure 3:

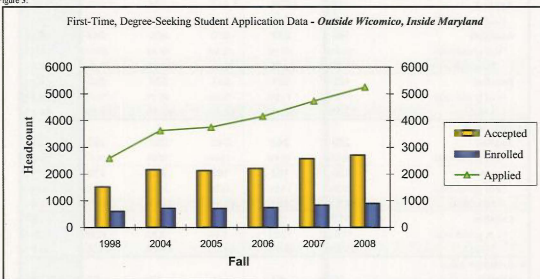
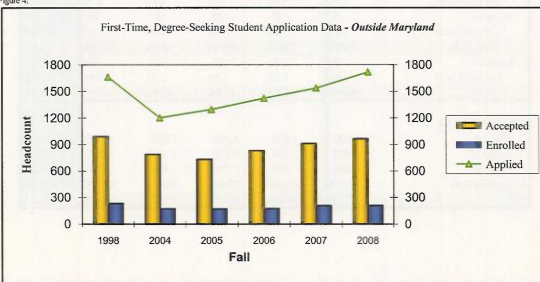


Figure 4:



Source: Fall AIS file

Table 4:

Applications/Acceptances/Enrollment Transfer Students :
Fall 1998, Fall 2004 to Fall 2008

Applicants for Transfer From Other Institutions	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Within County						
Applied	116	170	168	245	194	173
% of grand total	10.6%	11.5%	10.7%	13.4%	10.9%	9.1%
Accepted	100	149	143	213	165	141
% of grand total	11.8%	12.7%	11.7%	15.2%	11.9%	9.9%
Selectivity	86.2%	87.6%	85.1%	86.9%	85.1%	81.5%
Enrolled	91	114	102	161	124	107
% of grand total	14.5%	15.6%	14.2%	18.7%	15.0%	13.0%
Yield	91.0%	76.5%	71.3%	75.6%	75.2%	75.9%
Outside County, In-State						
Applied	679	1,032	1,114	1,224	1,233	1,365
% of grand total	62.1%	69.8%	71.0%	67.1%	69.0%	72.0%
Accepted	548	822	883	930	947	1,049
% of grand total	64.4%	70.1%	72.5%	66.3%	68.6%	73.3%
Selectivity	80.7%	79.7%	79.3%	76.0%	76.8%	76.8%
Enrolled	422	521	537	587	585	630
% of grand total	67.4%	71.5%	75.0%	68.2%	70.7%	76.8%
Yield	77.0%	63.4%	60.8%	63.1%	61.8%	60.1%
Outside State						
Applied	289	243	242	297	293	298
% of grand total	26.4%	16.4%	15.4%	16.3%	16.4%	15.7%
Accepted	198	182	169	222	219	198
% of grand total	23.3%	15.5%	13.9%	15.8%	15.9%	13.8%
Selectivity	68.5%	74.9%	69.8%	74.7%	74.7%	66.4%
Enrolled	110	89	66	92	96	67
% of grand total	17.6%	12.2%	9.2%	10.7%	11.6%	8.2%
Yield	55.6%	48.9%	39.1%	41.4%	43.8%	33.8%
Nonresident Alien						
Applied	9	33	45	57	66	61
% of grand total	0.8%	2.2%	2.9%	3.1%	3.7%	3.2%
Accepted	5	19	23	37	50	43
% of grand total	0.6%	1.6%	1.9%	2.6%	3.6%	3.0%
Selectivity	55.6%	57.6%	51.1%	64.9%	75.8%	70.5%
Enrolled	3	5	11	21	22	16
% of grand total	0.5%	0.7%	1.5%	2.4%	2.7%	2.0%
Yield	60.0%	26.3%	47.8%	56.8%	44.0%	37.2%
GRAND TOTAL						
Applied	1,093	1,478	1,569	1,823	1,786	1,897
Accepted	851	1,172	1,218	1,402	1,381	1,431
Enrolled	626	729	716	861	827	820
Acceptance Rate	78%	79.3%	77.6%	76.9%	77.3%	75.4%
Yield	74%	62.2%	58.8%	61.4%	59.9%	57.3%

Source: Fall AIS file

Figure 5:

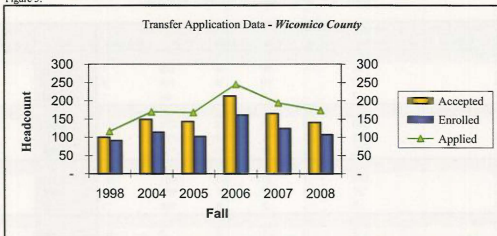


Figure 6:

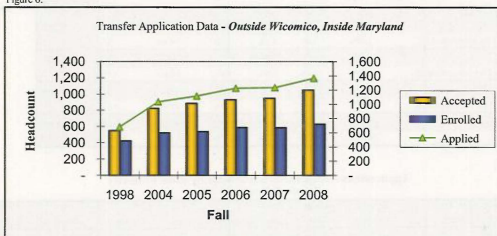


Figure 7:

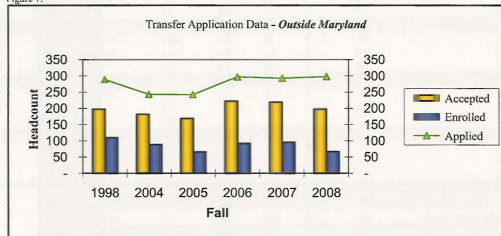


Table 5:

Applications/Acceptances/Enrollment by Race/Ethnicity
First-time, Degree-seeking Students, Fall 2008

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	43	-	16	6	149	4	218	3.0%
Accepted	13	-	10	5	108	2	138	3.6%
Enrolled	7	-	6	4	64	1	82	6.8%
Outside County, In-State								
Applied	993	29	181	203	3,775	64	5,245	72.1%
Accepted	285	13	111	110	2,174	20	2,713	70.4%
Enrolled	100	6	26	30	734	3	899	75.0%
Outside State								
Applied	119	7	25	53	1,487	25	1,716	23.6%
Accepted	27	3	15	34	876	10	965	25.0%
Enrolled	5	-	2	6	196	1	210	17.5%
Foreign Country								
Applied	2	-	1	2	3	88	96	1.3%
Accepted	1	-	-	1	2	35	39	1.0%
Enrolled	1	-	-	-	-	7	8	0.7%
GRAND TOTAL								
Applied	1,157	36	223	264	5,414	181	7,275	
% applied by race/ethnicity	15.9%	0.5%	3.1%	3.6%	74.4%	2.5%		
Accepted	326	16	136	150	3,160	67	3,855	
% accepted by race/ethnicity	8.5%	0.4%	3.5%	3.9%	82.0%	1.7%		
Enrolled	113	6	34	40	994	12	1,199	
% enrolled by race/ethnicity	9.4%	0.5%	2.8%	3.3%	82.9%	1.0%		
Acceptance Rate	28.2%	44.4%	61.0%	56.8%	58.4%	37.0%	53.0%	
Yield	34.7%	37.5%	25.0%	26.7%	31.5%	17.9%	31.1%	

Table 6:

Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students, Fall 2008

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	57	1	6	9	167	2	242	12.3%
Accepted	24	-	3	6	107	1	141	9.9%
Enrolled	16	-	1	6	84	-	107	13.0%
Outside County, In-State								
Applied	206	7	34	36	982	41	1,306	66.4%
Accepted	133	7	31	30	816	31	1,048	73.2%
Enrolled	78	3	13	18	511	7	630	76.8%
Outside State								
Applied	43	1	5	8	230	10	297	15.1%
Accepted	23	-	4	4	160	7	198	13.8%
Enrolled	6	-	-	2	59	-	67	8.2%
Foreign Country								
Applied	17	1	2	2	39	61	122	6.2%
Accepted	1	-	-	-	2	41	44	3.1%
Enrolled	1	-	-	-	1	14	16	2.0%
GRAND TOTAL								
Applied	323	10	47	55	1,418	114	1,967	
% applied by race/ethnicity	4.4%	0.1%	0.6%	0.8%	19.5%	1.6%		
Accepted	181	7	38	40	1,085	80	1,431	
% accepted by race/ethnicity	4.7%	0.2%	1.0%	1.0%	28.1%	2.1%		
Enrolled	101	3	14	26	655	21	820	
% enrolled by race/ethnicity	8.4%	0.3%	1.2%	2.2%	54.6%	1.8%		
Acceptance Rate	56.0%	70.0%	80.9%	72.7%	76.5%	70.2%	72.8%	
Yield	55.8%	42.9%	36.8%	65.0%	60.4%	26.3%	57.3%	

Table 6.1:

NEW Degree-seeking Student Enrollment: Undergraduate by School, Discipline & Admit Type, Fall 2008

Program	First-time Students	% of total program enrollment	New Transfers	% of total program enrollment	All New Undergraduates	% of total program enrollment	Total Undergraduates by Program
Fulton School of Liberal Arts							
Art	4	8.5%	6	12.8%	10	21.3%	47
Art (Fine)	24	12.2%	11	5.6%	35	17.9%	196
Communication Arts	61	12.2%	50	10.0%	111	22.2%	501
Conflict Resolution	2	3.8%	6	11.5%	8	15.4%	52
English	24	13.0%	25	13.6%	49	26.6%	184
Engl for Splers of other Lng	-	0.0%	-	0.0%	-	0.0%	6
Environmental Issues	8	16.7%	7	14.6%	15	31.3%	48
French	1	12.5%	1	12.5%	2	25.0%	8
History	25	11.2%	28	12.5%	53	23.7%	224
Interdisciplinary Studies	2	2.6%	8	10.5%	10	13.2%	76
International Studies	11	18.0%	7	11.5%	18	29.5%	61
Music	9	22.5%	2	5.0%	11	27.5%	40
Philosophy	-	0.0%	1	3.4%	1	3.4%	29
Political Science	23	17.0%	16	11.9%	39	28.9%	135
Psychology	55	14.9%	39	10.6%	94	25.5%	369
Sociology	1	1.9%	10	18.9%	11	20.8%	53
Spanish	1	3.8%	2	7.7%	3	11.5%	26
Theatre	7	26.9%	2	7.7%	9	34.6%	26
Subtotal	258	12.4%	221	10.6%	479	23.0%	2,081
Henson School of Science & Technology							
Biology	119	23.2%	51	9.9%	170	33.1%	513
Chemistry	13	16.0%	9	11.1%	22	27.2%	81
CLS/Medical Technology	2	5.6%	4	11.1%	6	16.7%	36
Computer Science	18	20.0%	11	12.2%	29	32.2%	90
Environmental Health	-	0.0%	-	0.0%	-	0.0%	10
Geography	5	5.0%	9	9.0%	14	14.0%	100
Mathematics	20	24.4%	6	7.3%	26	31.7%	82
Nursing	122	26.9%	58	12.8%	180	39.7%	453
Physics	19	36.5%	4	7.7%	23	44.2%	52
Respiratory Therapy	5	5.7%	15	17.0%	20	22.7%	88
Subtotal	323	21.5%	167	11.1%	490	32.6%	1,595
Perdue School of Business							
Accounting	34	12.1%	27	9.6%	61	21.6%	282
Business Administration	133	23.3%	102	17.8%	235	41.1%	572
Economics	2	5.6%	4	11.1%	6	16.7%	36
Finance	22	10.6%	15	7.2%	37	17.9%	207
Information Systems	10	14.1%	5	7.0%	15	21.1%	71
Management	6	2.4%	10	4.0%	16	6.5%	247
Marketing	25	9.5%	25	9.5%	50	19.0%	263
Subtotal	232	13.8%	188	11.2%	420	25.0%	1,678
Seidel School of Education and Professional Studies							
Athletic Training	36	29.0%	16	12.9%	52	41.9%	124
Early Childhood Education	16	9.4%	21	12.4%	37	21.8%	170
Elementary Education	82	18.3%	48	10.7%	130	29.0%	448
Exercise Science	27	11.5%	24	10.2%	51	21.7%	235
Health Education	-	0.0%	4	12.9%	4	12.9%	31
Physical Education	19	11.1%	23	13.5%	42	24.6%	171
Social Work	5	2.6%	60	30.6%	65	33.2%	196
Subtotal	185	13.5%	196	14.3%	381	27.7%	1,375
Undeclared major	201	52.1%	48	12.4%	249	64.5%	386
Non-degree students					109	42.6%	256
TOTAL	1,199	16.5%	820	11.3%	2,128	29.2%	7,281

*Degree-Seeking Students who have not declared a major.

Table 7:

SAT Score Ranges
New First-time, Degree-seeking Students
Fall 2004 - Fall 2008

	Fall 2004 # % of Total	Fall 2005 # % of Total	Fall 2006 ¹ # % of Total	Fall 2007 # % of Total	Fall 2008 # % of Total
SAT-CRITICAL READING (formerly Verbal)					
Score Ranges					
700-800	19 1.9%	24 2.5%	7 0.7%	20 1.7%	10 0.8%
600-699	204 20.7%	235 24.5%	208 20.1%	190 16.5%	222 18.5%
500-599	596 60.4%	543 56.7%	604 58.5%	544 47.3%	541 45.1%
Sub-total	813 83.1%	802 83.7%	793 79.3%	656 65.6%	645 64.5%
400-499	152 15.4%	119 12.4%	190 18.4%	135 11.7%	114 9.5%
300-399	4 0.4%	4 0.4%	8 0.8%	3 0.3%	1 0.1%
200-299	- -	- -	- -	- -	- -
Others ²	11 1.1%	33 3.4%	16 1.5%	258 22.4%	311 25.9%
Total First-time Students ¹	986 100.0%	958 100.0%	1,033 100.0%	1,150 100.0%	1,199 100.0%
MEAN Score	553	561	546	555	557
SAT-MATH					
Score Ranges					
700-800	23 2.3%	33 3.4%	18 1.7%	24 2.1%	18 1.5%
600-699	284 28.8%	302 31.5%	263 25.5%	264 23.0%	278 23.2%
500-599	557 56.5%	511 53.3%	555 53.7%	476 41.4%	466 40.5%
Sub-total	864 87.6%	846 88.3%	836 80.9%	764 66.4%	762 65.2%
400-499	108 11.0%	74 7.7%	174 16.8%	120 10.4%	103 8.6%
300-399	3 0.3%	5 0.5%	7 0.7%	8 0.7%	3 0.3%
200-299	- -	- -	- -	- -	- -
Others ²	11 1.1%	33 3.4%	16 1.5%	258 22.4%	311 25.9%
Total First-time Students ¹	986 100.0%	958 100.0%	1,033 100.0%	1,150 100.0%	1,199 100.0%
MEAN Score	568	575	558	565	569
SAT-COMBINED (CR+M)					
Score Ranges					
1500-1600	- -	2 0.2%	1 0.1%	4 0.4%	1 0.1%
1400-1499	8 0.8%	11 1.1%	5 0.5%	8 0.9%	2 0.2%
1300-1399	41 4.2%	47 4.9%	30 2.9%	34 3.0%	30 2.5%
1200-1299	150 15.2%	172 18.0%	145 14.0%	158 17.7%	158 13.2%
Sub-total	202 20.2%	242 24.2%	179 17.5%	222 22.9%	159 15.9%
1100-1199	376 38.1%	371 38.7%	353 34.2%	321 36.0%	359 29.9%
1000-1099	327 33.2%	256 26.7%	354 34.3%	372 30.5%	279 23.3%
Sub-total	713 71.3%	627 65.4%	684 66.4%	665 66.5%	532 53.2%
900-999	63 6.4%	55 5.7%	105 10.2%	82 9.2%	55 4.6%
800-899	10 1.0%	11 1.1%	22 2.1%	13 1.5%	4 0.3%
700-799	- -	- -	1 0	- -	- -
600-699	- -	- -	1 0	- -	- -
500-599	- -	- -	- -	- -	- -
Others ²	11 1.1%	33 3.4%	16 1.5%	- 0.0%	311 25.9%
Total First-time Students ¹	986 100%	958 100%	1,033 100%	892 100%	1,199 100%
MEAN Score	1,121	1,136	1,104	1,120	1,126
SAT-WRITING					
Score Ranges					
700-800			10 1.0%	14 1.2%	9 0.8%
600-699			177 17.1%	182 15.8%	199 16.6%
500-599			597 57.8%	547 47.6%	559 46.6%
Sub-total			784 75.9%	743 64.6%	767 64.0%
400-499			208 19.9%	141 12.3%	120 10.0%
300-399			8 0.8%	3 0.3%	1 0.1%
200-299			- -	- -	- -
Others ²			35 3.4%	263 22.9%	311 25.9%
Total First-time Students ¹			1,033 100.0%	1,150 100.0%	1,199 100.0%
MEAN Score			543	552	556
SAT-COMBINED (CR+M+W)					
Score Ranges					
2100-2400			- 0.0%	- 0.0%	- 0.0%
2200-2299			1 0.1%	2 0.2%	1 0.1%
2100-2199			4 0.4%	8 0.8%	2 0.2%
2000-2099			10 1.0%	15 1.5%	6 0.5%
1900-1999			24 2.3%	35 3.4%	45 3.8%
1800-1899			105 10.2%	113 10.9%	109 9.1%
Sub-total			149 14.9%	163 16.7%	139 13.6%
1700-1799			179 17.3%	182 15.8%	215 17.9%
1600-1699			299 28.9%	278 23.9%	298 24.9%
1500-1599			250 24.2%	165 14.3%	160 13.3%
Sub-total			67 70.5%	54 54.1%	56 56.1%
1400-1499			67 6.5%	59 5.1%	35 3.2%
1300-1399			41 4.0%	30 2.6%	12 1.0%
1200-1299			7 0.7%	3 0.3%	2 0.2%
1100-1199			1 0.1%	- 0.0%	- 0.0%
Others ²			35 3.4%	263 22.9%	311 25.9%
Total First-time Students ¹			1,033 100%	1,150 100%	1,199 100%
MEAN Score			1,646	1,672	1,682

NOTES: 1. Total number includes full and part-time first-time students. 2. "Others" are first-time students without SAT scores. 3. First-time students had the option of submitting SAT-Writing scores with their Fall 2006 admissions application.

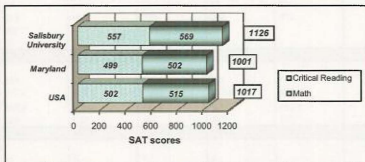
Table 8:

Comparison of MEAN SAT scores at Salisbury University, Maryland, and USA for Traditional Two-part Exam
Fall 2004-2008

Year	Total		Salisbury University			Maryland			USA			High School GPA
	Entering	Total w/ Scores	Critical Reading	Math	Composite	Critical Reading	Math	Composite	Critical Reading	Math	Composite	
2004	986	975	553	568	1121	511	515	1026	508	518	1026	3.45
2005	958	925	561	575	1136	511	515	1026	508	520	1028	3.46
2006	1033	1017	546	558	1104	503	509	1012	503	518	1021	3.43
2007	1150	887	555	565	1120	500	502	1002	502	515	1017	3.50
2008	1199	888	557	569	1126	499	502	1001	502	515	1017	3.53

Figure 8:

2008 SAT Mean Scores, Two-part Exam: USA, Maryland, & SU

Table 9: Comparison of MEAN SAT scores at Salisbury University, Maryland, and USA including New Writing Section
Fall 2007-2008

Year	Total		Salisbury University				Maryland				USA			
	Entering	Total Scores	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite
2007	1150	887	555	565	552	1672	500	502	496	1498	502	515	494	1511
2008	1199	888	557	569	556	1682	499	502	497	1498	502	515	494	1511

Figure 9:

2008 SAT Mean Scores, Three-part Exam: USA, Maryland, & SU

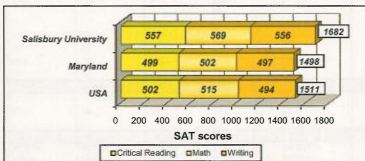


Table 10:

Comparison of 2008 SAT Scores by Percentiles for SU, Maryland, and USA

	25th Percentile				50th Percentile				75th Percentile			
	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite
Salisbury University	520	520	510	1550	550	570	550	1670	600	610	590	1800
Maryland	420	410	410	1240	500	500	490	1490	580	590	580	1750
USA	420	430	420	1270	500	510	490	1500	580	590	570	1740

Notes: Composite score is the total of the part scores for either the two or three-part exam. The Critical Reading portion of the exam was formerly known as Verbal.
The Writing part of the exam was administered beginning in March 2009.
Source for USA and Maryland SAT scores is the College Board. SU scores are from SU database.

Undergraduate Financial Aid Awards Summary
AY 02-03 through AY 07-08

Table 1:

Type	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08	% of FY '08
GRANTS							
Fell Grants	1,232	1,000	1,026	916	987	1,112	16.3%
SEOG	363	282	257	265	274	274	3.8%
Other Federal Grants	31	64	70	72	89	85	1.2%
Educational Assistance Grants	942	776	803	929	1,129	1,203	17.6%
Guaranteed Access Grants	44	34	34	33	35	36	0.5%
Part-Time Grants	33	24	38	36	43	35	0.5%
Grants from Private Sources	17	17	16	14	13	17	0.2%
Institutional Grants	270	550	675	690	611	646	9.5%
Academic Competitiveness Grant	-	-	-	-	160	232	3.4%
National SMART Grant	-	-	-	-	33	35	0.5%
Subtotal UG Grants	2,932	2,747	2,919	2,955	3,374	3,661	
LOANS							
Federal Perkins Loans	154	125	135	131	126	85	1.2%
Federal Stafford Loans	5,052	3,819	4,023	3,846	3,713	3,881	56.8%
Federal PLUS Loans ¹	1,625	1,292	1,416	1,453	1,346	1,164	17.0%
Loans from Private Sources	209	224	291	402	484	544	8.0%
Subtotal UG Loans	7,040	5,460	5,865	5,832	5,669	5,674	
SCHOLARSHIPS							
Developmental Workforce TAP	-	5	4	7	9	-	0.0%
State Distinguished	38	22	22	25	19	17	0.2%
Delegate	377	264	312	371	396	413	6.0%
Senatorial	456	360	393	386	365	385	5.6%
HOPE General	145	63	52	27	-	-	0.0%
Distinguished Scholar/Teacher Educ.	-	5	5	5	4	-	0.0%
MD Teacher	492	271	182	83	27	-	0.0%
State Nursing & Living Expense	41	18	62	57	66	-	0.0%
Science & Technology	128	50	34	14	2	-	0.0%
Edward T. Conroy Memorial	-	2	1	1	3	3	0.0%
Child Care Provider Development	-	-	-	1	1	-	0.0%
Christa McAuliffe Scholarship	-	-	-	2	6	-	0.0%
Distinguished Scholar CC Transf Award	-	-	-	10	13	8	0.1%
Other Institutional	379	295	333	406	418	424	6.2%
Other Private	1,131	702	766	890	647	800	11.7%
Workforce Shortage	-	-	-	-	-	84	1.2%
Vets of Afghanistan	-	-	-	-	-	8	0.1%
Tuition waivers/Employer/Dependent	337	494	283	462	303	223	3.3%
Tuition waivers for Sr/Disabled Citizens	22	19	25	15	15	18	0.3%
Tuition waivers to students	280	20	214	153	430	766	11.2%
GEAR UP Scholarship	-	-	-	-	10	4	0.1%
Subtotal UG Scholarships	3,826	2,590	2,688	2,915	2,734	3,153	
STUDENT EMPLOYMENT							
Federal College Work-Study	124	101	91	83	69	67	1.0%
Instnl Work-Study Student Employment	-	-	-	-	-	-	
Subtotal Student Employment	124	101	91	83	69	67	
Total Awards for ALL Types of Aid	13,922	10,898	11,563	11,785	11,846	12,555	
Recipients (unduplicated)	4,555	4,450	4,544	4,634	4,751	5,084	74.4%
Average Award	\$2,341	\$3,286	\$3,363	\$3,443	\$3,683	\$3,591	
Average Dollars per Recipient	\$7,157	\$8,047	\$8,558	\$8,757	\$9,183	\$8,869	
Total Dollar Amount of Aid	\$32,597,969	\$35,810,940	\$38,889,011	\$40,581,010	\$43,629,574	\$45,089,985	

*UG FTEs for FY '08 = 6,829

¹PLUS is a program whereby parents take out loans on behalf of the education of their children.

²Indicates Maryland Higher Education Commission through the State Scholarship Board.

Source: FAIS, Formerly MITEC S-5 completed by SU's Financial Aid Office

Table 2: Salisbury University
Financial Aid Comparison Among USM Institutions
FY 2007

	Bowie	Coppin	Frostburg	Salisbury	Towson	UMBC	UMCP	UMES
# undergraduates, Fall 2006 ¹	4,075	3,310	4,252	6,791	15,374	9,416	25,154	3,697
Grants ²	\$ 10,520,304	\$ 10,473,011	\$ 7,955,681	\$ 7,582,158	\$ 21,688,768	\$ 12,752,578	\$ 38,109,874	\$ 11,443,782
Grants awarded	4,053	4,178	3,528	2,955	6,925	5,738	14,099	4,056
Unduplicated #	1,915	2,285	1,615	1,570	3,972	2,999	7,167	1,801
Average grant award per undergrad	\$ 2,582	\$ 3,164	\$ 1,871	\$ 1,117	\$ 1,411	\$ 1,354	\$ 1,815	\$ 3,101
Ratio of unduplicated grants awarded per FT undergrads	0.47	0.69	0.38	0.23	0.26	0.32	0.28	0.51
Loans ²	\$ 15,978,723	\$ 9,888,106	\$ 17,415,276	\$ 31,000,789	\$ 61,162,563	\$ 32,978,950	\$ 92,647,521	\$ 17,640,729
Loans awarded	3,535	3,021	4,447	5,832	12,105	6,892	17,484	4,146
Unduplicated #	2,172	2,149	2,491	3,332	6,861	3,954	10,287	2,300
Average loan award per undergrad	\$ 3,921	\$ 2,987	\$ 4,096	\$ 4,565	\$ 3,978	\$ 3,502	\$ 3,683	\$ 4,772
Ratio of unduplicated loans awarded per FT undergrads	0.53	0.65	0.59	0.49	0.45	0.42	0.41	0.62
Scholarships ²	\$ 3,625,009	\$ 2,778,827	\$ 3,529,337	\$ 4,918,815	\$ 18,852,684	\$ 21,972,687	\$ 49,373,994	\$ 5,671,443
Scholarships awarded	1,399	844	2,107	2,915	6,770	4,015	15,966	1,873
Unduplicated #	1,014	698	1,352	1,927	4,131	2,757	8,742	1,218
Average scholarship award per undergrad	\$ 890	\$ 840	\$ 830	\$ 724	\$ 1,226	\$ 2,334	\$ 1,963	\$ 1,534
Ratio of unduplicated scholarships awarded per FT undergrad	0.25	0.21	0.32	0.28	0.27	0.29	0.35	0.33
Student Employment ²	\$ 244,778	\$ 400,027	\$ 158,478	\$ 127,812	\$ 346,002	\$ 105,420	\$ 1,055,913	\$ 2,064,963
Student Employment awarded	116	190	210	83	432	68	699	1,197
Unduplicated #	116	188	210	68	432	68	699	849
Average employment award per undergrad	\$ 60	\$ 121	\$ 37	\$ 19	\$ 23	\$ 11	\$ 42	\$ 559
Ratio of unduplicated employment awarded per FT undergrad	0.03	0.06	0.05	0.28	0.03	0.01	0.03	0.23
Total financial aid awarded ²	\$ 30,368,814	\$ 23,541,171	\$ 29,038,722	\$ 43,629,574	\$ 102,050,017	\$ 67,809,435	\$ 181,187,302	\$ 36,940,917
Total financial aid awarded	9,103	8,333	10,292	11,785	26,232	16,733	48,248	11,272
Unduplicated #	3,062	3,013	3,294	4,634	9,791	6,397	17,424	3,379
Average financial aid award package per undergrad	\$ 7,452	\$ 7,112	\$ 6,834	\$ 6,435	\$ 6,638	\$ 7,202	\$ 7,203	\$ 9,965
Ratio of unduplicated awards per FT undergrads	0.75	0.91	0.77	0.68	0.64	0.67	0.69	0.90
Percent of aid offered as grants	35%	44%	27%	17%	21%	19%	21%	31%
Percent of aid offered as loans	45%	43%	60%	71%	60%	49%	51%	48%
Percent of aid offered as scholarships	12%	12%	12%	11%	18%	33%	27%	15%
Percent of other forms of aid	1%	2%	1%	0%	0%	0%	1%	6%

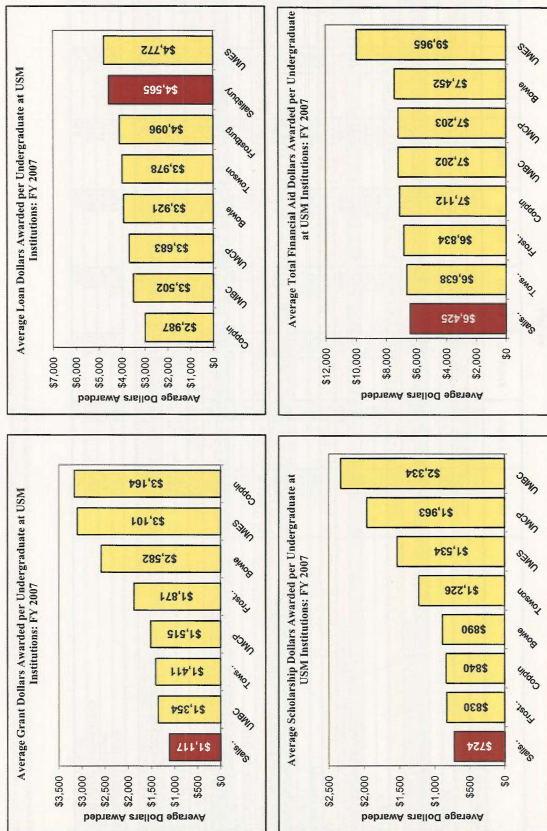
Notes:

¹Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, May 2007"

²Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", December 2007.

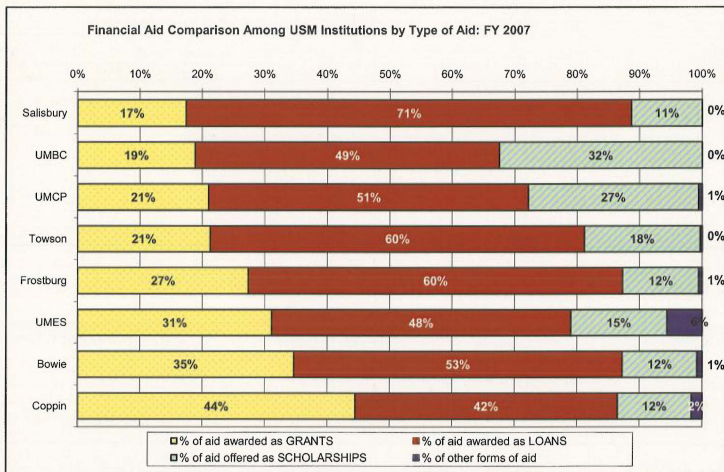
Salisbury University
Select Financial Aid Comparisons Among USM Institutions
by Type of Aid: FY 2007

Figure 1:



Sources: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated December 2007. Average is calculated using headcount data from MHEC's "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions" dated May 2007.

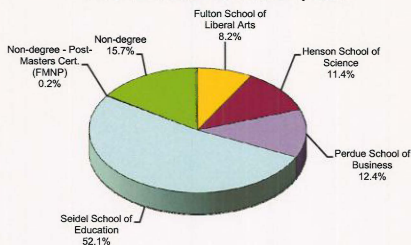
Figure 2:



Source: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated December 2007.

Graduate Enrollment & Demographics

Fall 2008: Graduate Enrollment by School



Graduate Enrollment:
Degree and Non-Degree Seeking: 1998-2008

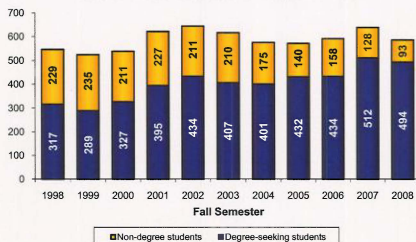




Table 1:

Total Graduate Enrollment: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	546	576	572	592	640	587	41
% Annual Growth	-13.5%	-6.6%	-0.7%	3.5%	8.1%	-8.3%	7.5%
Total Men	148	143	141	152	171	170	22
% Men	27.1%	24.8%	24.7%	25.7%	26.7%	29.0%	14.9%
Total Women	398	433	431	440	469	417	19
% Women	72.9%	75.2%	75.3%	74.3%	73.3%	71.0%	4.8%
F.T.E.S.	194.9	281.8	299.4	292.8	332.0	338.2	143
% Annual Growth	-16.5%	0.2%	6.2%	-2.2%	13.4%	1.9%	73.5%
Full-Time Students	81	167	184	156	210	242	161
Men	27	50	45	50	75	74	47
Women	54	117	139	106	135	168	114
% Full-Time	14.8%	29.0%	32.2%	26.4%	32.8%	41.2%	211.1%
Average Age, FT Students	N/A	28.1	27.4	27.5	28.9	28.0	
Part-Time Students	465	409	388	436	430	345	(120)
Men	121	93	96	102	96	96	(25)
Women	344	316	292	334	334	249	(95)
% Part-Time	85.2%	71.0%	67.8%	73.6%	67.2%	58.8%	-27.6%
Average Age, PT Students	N/A	34.2	33.7	33.6	32.6	33.9	
Average Graduate Student Age	N/A	32.4	31.6	32.0	31.4	31.5	

Figure 1: Full- and Part-Time Graduate Enrollment: 1998, 2004-2008

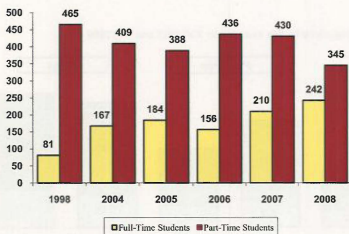


Table 2:

Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2008

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	7	22	7	13	14	35	49	8.3%	8.5%
American Indian	1	1	-	1	1	2	3	0.5%	0.5%
Asian/Pacific Islander	2	1	-	3	2	4	6	1.0%	1.0%
Hispanic	2	1	2	2	4	3	7	1.2%	1.2%
White	54	132	85	225	139	357	496	84.5%	85.8%
Nonresident Alien	7	9	-	1	7	10	17	2.9%	2.9%
Subtotal	73	166	94	245	167	411	578	98.5%	100.0%
Unknown	1	2	2	4	3	6	9	1.5%	
TOTAL	74	168	96	249	170	417	587	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 2:

Total Graduate Enrollment by Race & Ethnicity, Fall 2008

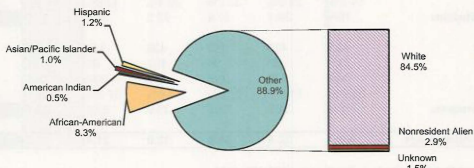


Figure 3:

Graduate Enrollment Comparison by Sex and Status: Fall 1998 and Fall 2008

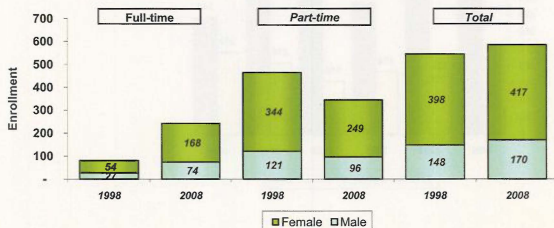


Table 3:

Total Graduate Demographics: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	546	576	572	592	640	587	41
MD Residents	453	512	511	510	564	510	57
% MD Residents	83.0%	88.9%	89.3%	86.1%	88.1%	86.9%	12.6%
Out-of-State	76	52	52	65	65	60	(16)
Nonresident Alien	17	12	9	17	11	17	-
Other ¹	-	-	-	-	-	-	-
African-American	39	48	58	52	53	49	10
American Indian	1	1	-	1	2	3	2
Asian/Pacific Islander	8	3	6	3	5	6	(2)
Hispanic	4	8	6	9	10	7	3
Nonresident Alien	16	12	9	17	11	17	1
White	469	471	470	491	542	496	27
Unknown	9	33	23	19	17	9	-
Total	546	576	572	592	640	587	41
Total Known Minority	52	60	70	65	70	65	13
Total Known Min + NRA	68	72	79	82	81	82	14
Known Minority	9.7%	11.0%	12.8%	11.3%	11.2%	11.2%	25.0%
Minority + Nonresident Alien	12.7%	13.3%	14.4%	14.3%	13.0%	14.2%	20.6%
Unknown	1.6%	5.7%	4.0%	3.2%	2.7%	1.5%	

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 4:

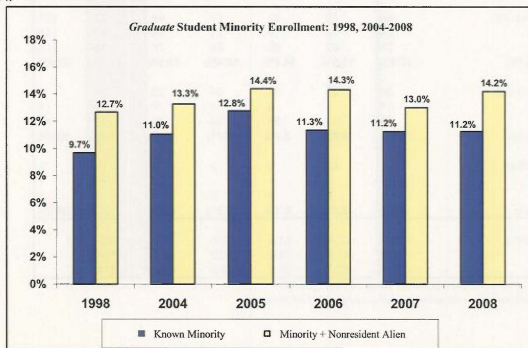


Table 4: Total Graduate Enrollment by Age and Sex: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	546	576	572	592	640	587	41
Total 20 and Younger ¹	-	-	2	1	-	-	
Men	-	-	-	-	-	-	
Women	-	-	2	1	-	-	
% less than 20 years old	-	-	0.3%	0.2%	-	-	
Total 21-24 Yrs Old ²	79	142	153	150	179	168	89
Men	21	44	35	47	67	60	39
Women	58	98	118	103	112	108	50
% 21 - 24 yrs old	14.5%	24.7%	26.7%	25.3%	28.0%	28.6%	112.7%
Total 25-29 Yrs Old	181	160	164	161	181	175	(6)
Men	46	44	46	47	45	57	11
Women	135	116	118	114	136	118	(17)
% 25-29 Yrs Old	33.2%	27.8%	28.7%	27.2%	28.3%	29.8%	-3.3%
Total 30-34 Yrs Old	100	95	84	92	91	72	(28)
Men	29	16	21	21	23	16	(13)
Women	71	79	63	71	68	56	(15)
% 30-34 Yrs Old	18.3%	16.5%	14.7%	15.5%	14.2%	12.3%	-28.0%
Total 35-39 Yrs Old	56	50	53	55	66	58	2
Men	16	10	16	12	18	16	-
Women	40	40	37	43	48	42	2
% 35-39 Yrs Old	10.3%	8.7%	9.3%	9.3%	10.3%	9.9%	3.6%
Total 40-49 Yrs Old	98	78	81	97	84	71	(27)
Men	24	16	16	21	10	10	(14)
Women	74	62	65	76	74	61	(13)
% 40-49 Yrs Old	17.9%	13.5%	14.2%	16.4%	13.1%	12.1%	-27.6%
Total 50-59 Yrs Old	30	39	31	34	33	39	9
Men	11	9	6	4	6	10	(1)
Women	19	30	25	30	27	29	10
% 50-59 Yrs Old	5.5%	6.8%	5.4%	5.7%	5.2%	6.6%	30.0%
Total 60 and Older	2	12	4	2	6	4	2
Men	1	4	1	-	2	1	-
Women	1	8	3	2	4	3	2
% 60 and Older	0.4%	2.1%	0.7%	0.3%	0.9%	0.7%	100.0%
Average Age							
ALL STUDENTS	N/A	32.4	31.6	32.0	31.4	31.5	
Men	N/A	31.6	31.3	30.2	29.2	30.0	
Women	N/A	32.7	31.8	32.6	32.2	32.2	

NOTES: ¹Prior to 2000, this category only included students less than 20 years old²Prior to 2000, this category included students between the ages of 20 and 24 years old

Table 5: Total Graduate Enrollment by State: 1998, 2004-2008

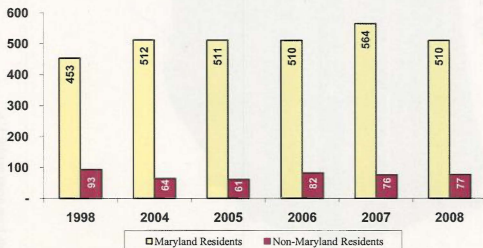
Fall Semesters	1998	2004	2005	2006	2007	2008	Top Feeder States	% Change Since 2004	10-yr chng
Total Headcount	546	576	572	592	640	587		1.9%	41
Alabama	-	-	-	-	-	-			
California	-	-	-	2	2	-			
Colorado	-	-	-	-	-	-			
Connecticut	-	1	1	-	-	-			
Delaware	26	17	19	31	28	27	4.4%	58.8%	1
District of Columbia	-	1	1	-	-	-			
Florida	2	2	2	-	-	2			
Georgia	-	1	-	-	-	-			
Idaho	-	-	-	-	-	-			
Iowa	-	-	-	-	-	-			
Kentucky	-	-	-	1	1	-			
Maine	-	1	-	-	-	-			
Maryland	453	512	511	510	564	510	88.1%	-0.4%	57
Massachusetts	-	-	-	-	-	-			
New Jersey	2	8	7	4	8	11	1.3%	37.5%	9
New York	12	7	6	6	5	5	0.8%	-28.6%	(7)
North Carolina	2	-	-	2	2	1			
North Dakota	1	-	-	-	-	-			
Ohio	2	1	-	-	1	-			
Oregon	-	-	-	-	-	-			
Pennsylvania	9	7	6	6	7	5	1.1%	-28.6%	(4)
South Carolina	-	-	-	-	1	-			
Texas	-	-	1	-	-	-			
Utah	-	-	-	-	-	-			
Vermont	-	-	-	-	-	-			
Virginia	16	5	9	11	9	8	1.4%	60.0%	(8)
West Virginia	3	1	-	2	1	-			
Wisconsin	-	-	-	-	-	1			
Nonresident Alien	16	12	9	17	11	17	1.7%	41.7%	1
Other	1	-	-	-	-	-			

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 5:

**Number of Maryland and Non-Maryland Graduate Students:
1998, 2004-2008**



G-6.0

Enrollments from areas outside U.S.

Nonresident Alien 17

Table 6: Total Graduate Enrollment by County of Residence: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	Top Feeder Counties in Maryland	10-yr chng
Total Headcount	546	576	572	592	640	587		
Allegany	-	-	-	-	1	1		
Anne Arundel	13	12	12	12	14	19	3.7%	6
Baltimore	4	6	8	10	12	9		
Baltimore City	1	-	1	1	1	3		
Calvert	2	1	2	2	2	2		
Caroline	28	15	24	22	27	21	4.1%	(7)
Carroll	7	5	4	5	5	7		
Cecil	5	1	1	2	7	6		
Charles	-	5	4	2	3	1		
Dorchester	35	41	41	31	43	44	8.6%	9
Frederick	3	8	5	5	6	12		
Garrett	-	-	-	-	-	1		
Harford	3	2	5	4	8	9		
Howard	-	5	9	6	8	8		
Kent	3	3	3	2	2	3		
Montgomery	11	7	10	9	12	11		
Prince George's	11	5	8	6	14	10		
Queen Anne's	14	6	7	13	18	12	2.4%	(2)
St. Mary's	-	2	2	3	1	3		
Somerset	20	28	27	35	44	28	5.5%	8
Talbot	29	25	33	36	30	20	3.9%	(9)
Washington	1	1	4	2	9	9		
Wicomico	184	255	240	236	224	208	40.8%	24
Worcester	79	79	61	66	73	63	12.4%	(16)
Unknown	-	-	-	-	-	-		
Total for MD	453	512	511	510	564	510		
Out-of-State	76	52	52	65	65	60		
Nonresident Alien	17	12	9	17	11	17		
Other	-	-	-	-	-	-		

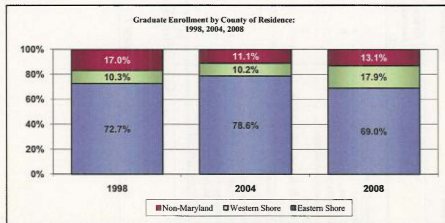
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details.

Region	1998		2004		2008	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	397	72.7%	453	78.6%	405	69.0%
Western Shore	56	10.3%	59	10.2%	105	17.9%
Out-of-State	76	13.9%	52	9.0%	60	10.2%
Nonresident Alien	17	3.1%	12	2.1%	17	2.9%

Highest Enrollments & Percentages		
Wicomico	208	35.4%
Worcester	63	10.7%
Dorchester	44	7.5%
Somerset	28	4.8%
Caroline	21	3.6%
Talbot	20	3.4%
Queen Anne's	12	2.0%
Subtotal	396	67.5%
Other MD Counties	114	19.4%
Outside MD	77	13.1%
Total	587	100.0%

Figure 6:1



Source: Fall EIS File

G-7.0

Table 7:

Graduate Enrollment by Program, Race, and Status: Fall 2008

Program	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		Nonresident Alien		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	2	1	-	-	-	-	1	-	23	7	3	-	1	-	30	8	38
Business	1	-	-	-	1	-	2	-	20	36	11	1	-	1	33	40	73
Education	6	2	-	-	-	1	-	1	17	60	1	-	-	1	24	65	89
Education, MA in Teaching	-	1	-	-	1	-	-	-	9	-	-	-	-	-	10	1	11
Educational Leadership	-	1	-	-	-	-	-	-	8	20	-	-	-	-	8	21	29
English	1	1	-	-	-	-	1	-	8	21	1	-	-	1	11	23	34
Geog Info Systems / Public Admin	-	-	-	-	-	-	-	-	3	6	-	-	-	-	3	6	9
History	-	-	-	-	-	-	-	-	6	8	-	-	-	-	6	8	14
Math Education	-	1	-	1	-	-	-	-	-	16	-	-	-	-	-	18	18
Nursing	-	1	-	-	-	-	-	-	6	12	-	-	1	-	7	13	20
Reading Specialist	-	1	-	-	-	-	-	1	-	24	-	-	-	-	-	26	26
Social Work	19	3	2	-	1	1	1	-	82	23	-	-	1	-	106	27	133
Non-degree seeking:																	
Post-Masters Certificate (FMNP)	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1
Other non-degree seeking	-	8	-	-	-	1	-	-	4	76	-	-	-	3	4	88	92
Total	29	20	2	1	3	3	3	4	186	310	16	1	3	6	242	345	587

Note: COMAR does not provide for a Post-Master's Certificate. Students pursuing this certificate are considered non-degree.

Source: Fall EIS File

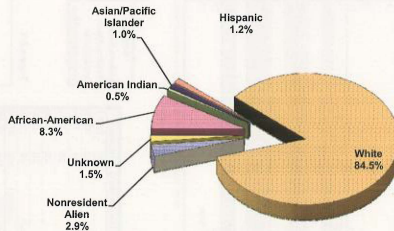
Figure 7:
Graduate Enrollment by Race
Fall 2008

Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1998, 2004-2008

Department	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	10-Yr Chng
Art	3	15	7	-	4	-	(3)
Dance	-	3	-	-	-	-	-
English	210	163	159	201	189	213	3
French	3	-	3	-	-	-	(3)
German	-	-	-	-	3	-	-
History	117	105	148	118	135	110	(7)
Interdisciplinary Studies	-	3	-	-	6	-	-
Modern Languages	-	-	-	-	-	4	4
Music	-	1	-	-	-	-	-
Music-Applied	-	3	2	4	5	-	-
Psychology	180	-	-	-	-	-	(180)
Sociology	-	-	-	-	-	-	-
Spanish	-	3	-	-	3	-	-
Theatre	-	6	6	-	-	-	-
Fulton School Subtotal	513	302	325	323	345	327	(186)
Applied Health Physiology	-	132	168	135	162	240	240
Biology	4	96	37	67	22	17	13
Chemistry	-	24	-	4	4	-	-
Environmental Health	-	2	-	-	-	-	-
Geography	3	-	-	-	57	40	37
Mathematics	21	75	46	64	94	112	91
Nursing	152	172	90	96	148	105	(47)
Henson School Subtotal	180	501	341	306	487	514	334
Accounting	48	105	-	-	114	114	84
Business Administration	315	-	-	-	64	53	(260)
Economics	69	75	60	78	87	126	57
Finance	-	6	18	15	6	39	39
Information Systems	-	84	90	93	108	77	77
Management	-	210	262	213	171	153	153
Marketing	-	138	51	129	153	66	66
Purdue School Subtotal	432	618	615	642	703	600	168
Education, Elementary	69	-	3	3	-	-	(69)
Education, General	1,065	695	723	702	618	594	(471)
Education, Master of Arts in Teaching	-	135	108	42	108	72	72
Education, Reading	-	138	198	192	156	132	132
Education, Secondary	21	-	6	-	-	-	(21)
Educational Leadership	-	125	141	156	295	261	261
Exercise Science	-	-	-	-	8	16	16
General Studies	50	-	-	12	60	81	31
Health	-	-	-	-	1	-	-
Physical Education	6	1	4	4	3	-	(6)
Physical Education, Teacher Education	-	-	7	-	-	-	-
Social Work	3	970	1,125	1,051	1,210	1,461	1,458
Siddell School Subtotal	1,214	2,065	2,315	2,162	2,449	2,617	1,403
TOTAL Student Credit Hours	2,339	3,486	3,506	3,513	3,894	4,259	1,719
Total FTEs	184.9	290.5	299.7	292.8	332.0	336.2	143.3

Table 9: Enrollment in Graduate Degree Programs by School and Discipline: Fall 1998, Fall 2004 to Fall 2008

School and Degree Program	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	10-Yr Chng
Fulton School of Liberal Arts							
English	28	25	25	31	33	34	6
History	13	18	19	16	20	14	1
Psychology ¹	18	-	-	-	-	-	-
Subtotal	59	43	44	47	53	48	(11)
Henson School of Science							
Applied Health Physiology ²	-	18	24	25	24	38	38
Geographic Information Systems/ Public Admin. ³	-	-	-	-	10	9	9
Nursing	35	27	20	17	21	20	(15)
Subtotal	35	45	44	42	55	67	32
Purdue School of Business							
Business Administration	71	79	72	86	93	73	2
Siddell School of Education							
Education	114	91	108	96	103	89	(25)
Education, MA in Teaching	11	12	15	5	17	11	-
Education, MS in Math	-	10	12	12	18	18	18
Education, Reading Specialist	-	10	21	23	28	26	26
Educational Leadership	27	19	23	32	29	29	2
Social Work	-	91	93	91	117	133	133
Subtotal	152	233	272	258	312	306	154
Degree-seeking, undeclared major							
	-	1	-	-	-	-	-
Total Degree-Seeking	317	401	432	434	513	484	177
Non-degree seeking - Post-Masters Cert. (FMNP)							
	-	-	-	2	4	1	1
Other non-degree seeking							
	229	175	140	156	123	92	(137)
TOTAL Graduate Students	546	576	572	592	640	587	41

¹The graduate program in Psychology has been discontinued.

²The Applied Health Physiology program began in Fall 2006, and was moved from the Siddell School to the Henson School in AY 04-05.

³This program began in Summer 2007.

Table 10: Graduate Degrees Awarded by Program: 1997-98, 2003-04 through 2007-08

Fiscal Year	1997-98	2003-04	2004-05	2005-06	2006-07	2007-08
Total Degrees	168	208	190	209	171	222
Applied Health Physiology						
MS	-	9	4	12	8	11
Business Administration						
MBA	37	51	37	39	38	49
Education						
MEd	89	52	51	48	38	47
MAT	6	15	11	15	2	12
Math Education (MS)	-	3	7	7	4	4
Reading Specialist	-	1	-	3	7	9
Educational Leadership						
MEd	11	16	9	6	12	14
English						
MA	13	22	27	20	22	22
History						
MA	-	3	6	7	10	7
Nursing						
MS	7	6	7	7	2	8
Psychology						
MA	5	1	-	-	1	-
Social Work						
MSW	-	29	31	45	27	39

Figure 8:

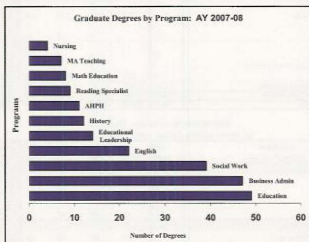


Figure 9:

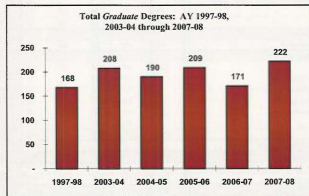


Table 11.8:

2007-08 Graduate Degrees Awarded

By Program and Concentration

(Report only on those degree programs in which a degree recipient completed most requirements.)

Program	No Track	ADSN	DEDA	DENG	MCNP	MLT	MTSL	PRAC	TOTAL
Applied Psychology	11	0	0	0	0	0	0	0	11
Business Admin, MBA	49	0	0	0	0	0	0	0	49
Education, MAJ	12	0	0	0	0	0	0	0	12
Education, MEd	44	0	0	0	0	0	0	0	44
Education, MEd in Math	9	0	0	0	0	0	0	0	9
Education, Reading	14	0	0	0	0	0	0	0	14
Educational Leadership	10	0	0	0	0	0	0	0	10
English	10	0	0	0	0	0	0	0	10
Health Services	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0	0
Social Work	39	0	0	0	0	0	0	0	39
Total	199	0	0	0	0	0	0	0	199

ADSN: Nursing Administration	MCNP: Composition Language Sciences
DEDA: Educational Administration	MLT: Literature
DENG: English	MTSL: TESOL
	PRAC: Foreign Service Practitioner

Source: MEdU DAS

Table 11.1:

2007-08 Graduate Degrees Awarded

By Program and Track

(Report only on those degree programs in which a degree recipient completed most requirements.)

Graduate Major	No Track	ACCT	BEHL	CHEN	CHSE	DECE	DELE	EPDS	DEHA	DECA	DELY	GENL	HIST	MIDD	MTSL	SOST	SPAN	TOTAL
Applied Psychology	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Business Admin, MBA	49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49
Education, MAJ	12	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	12
Education, MEd	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44
Education, MEd in Math	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Education, Reading	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
Educational Leadership	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
English	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Health Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Work	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39
Total	117	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	117

ACCT: Accounting	DELE: Elementary Education	DEHA: Teaching Learning with Technology	MTSL: TESOLACE Accelerated
CHEN: Chemistry	DECA: Reading	HIST: History	SPAN: Spanish
DECE: Early Childhood Education	DECE: Middle/Secondary Education	MTSL: Middle School Level	

Source: MEdU DAS

Table 12:

Graduate NON-DEGREE Enrollment: 1998, 2004-2008

Fall Semesters	1998	2004	2005	2006	2007	2008	10-yr chng
Total Headcount	229	175	140	158	127	93	(136)
% Annual Growth	0.4%	-16.7%	-33.3%	-9.7%	-9.3%	-41.1%	-59.4%
Total Men	59	30	31	39	33	26	(33)
% Men	25.8%	17.1%	22.1%	24.7%	26.0%	28.0%	-55.9%
Total Women	170	145	109	119	94	67	(103)
% Women	74.2%	82.9%	77.9%	75.3%	74.0%	72.0%	-60.6%
FTES	86.5	54.9	39.6	50.2	39.6	28.3	-58.2
FTES % Annual Growth	-4.0%	-15.2%	-27.9%	26.7%	-21.1%	-28.5%	-67.2%
Full-time Students	32	9	1	9	5	4	(28)
Men	13	1	-	3	1	0	(13)
Women	19	8	1	6	4	4	(15)
% Full Time	14.0%	5.1%	0.7%	5.7%	3.9%	4.3%	-87.5%
Part-time Students	197	166	139	149	122	89	(108)
Men	46	29	31	36	32	26	(20)
Women	151	137	108	113	90	63	(88)
% Part Time	86.0%	94.9%	99.3%	94.3%	96.1%	95.7%	-54.8%

Figure 10:

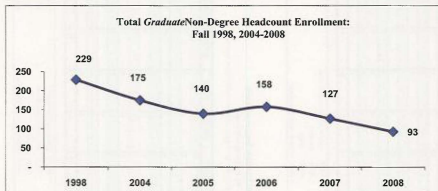


Figure 10.1:

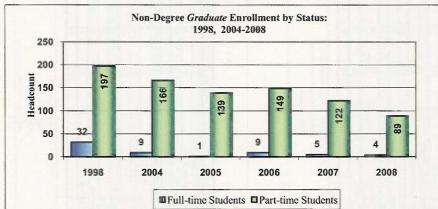


Table 13:

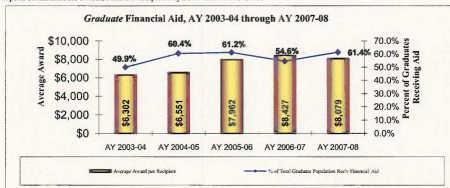
Graduate Financial Aid Awards Summary

Academic Year 2003-04 to 2007-08

Type	AY 2003-04	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08
GRANTS (recipients unduplicated within grants)					
Federal Sources	16	34	35	34	22
Graduate and Professional School Scholarship	3	3	16	28	24
Grants from Private Sources	1	41	31	32	44
Institutional Grants	-	-	-	-	-
Total Dollar Amount- Grants	\$ 30,589	\$ 215,560	\$ 270,784	\$ 328,002	\$ 293,810
LOANS (recipients unduplicated within loans)					
Federal Perkins Loans	-	-	-	-	-
Federal Subsidized Stafford Loans	135	140	174	239	153
Federal Unsubsidized Stafford Loans	107	120	137	-	120
Loans from Private Sources	4	3	8	9	11
Total Dollar Amount- Loans	\$ 1,249,895	\$ 1,390,822	\$ 1,723,582	\$ 1,404,358	\$ 1,883,608
SCHOLARSHIPS					
Developmental Disabilities	10	7	4	3	-
Delegate Scholarship	7	6	4	6	6
Senatorial Scholarship	5	6	5	4	4
Maryland Teacher Scholarship	6	1	-	-	-
State Nursing Scholarship & Living Expense	2	2	-	-	1
Diversity Grants	8	3	11	6	6
Other Institutional Scholarships	3	-	-	-	1
Other Private Scholarships	63	53	32	7	31
Tuition Waivers to Employees/Dependents	75	71	92	62	45
Tuition Waivers to Sr Citizens and Disabled	6	7	5	5	5
Tuition Waiver to Students	54	66	79	90	151
Workforce Shortage	-	-	-	-	9
Total Dollar Amount- Scholarships	\$ 472,638	\$ 514,506	\$ 526,357	\$ 586,805	\$ 595,301
Work Study					
Assistantships (Research/Teaching)	38	34	50	75	82
Federal Work Study	-	-	-	-	-
Institutional Work Study/Employment	-	-	-	-	-
Total Dollar Amount- Student Employment	\$ 188,000	\$ 158,775	\$ 265,825	\$ 402,659	\$ 402,149
Total Number of Awards (recipients duplicated)	543	597	683	600	715
Total Number of Recipients	308	348	350	323	393
Total Dollar Amount of Aid	\$1,941,122	\$2,279,663	\$ 2,786,548	\$ 2,721,824	\$ 3,174,868
% of Total Graduate Population Rec'v Financial Aid	49.9%	60.4%	61.2%	54.6%	61.4%
Average Award per Recipient	\$6,302	\$6,551	\$7,962	\$8,427	\$8,079

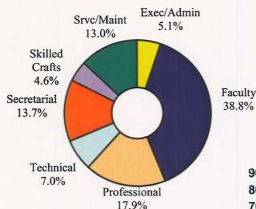
Source: IIEIGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Figure 11:

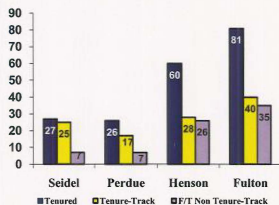


Employees

Full-time Employees by Category: Fall 2008



Faculty Contract by School: Fall 2008



Full-Time Faculty by Rank & Sex: Fall 2008

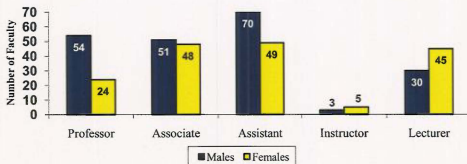




Table 1:

Summary of Faculty Characteristics
Includes Full-Time, Non-Tenure Track Faculty: Fall 2004 - Fall 2008

Characteristic	2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	265	84.4%	265	82.0%	269	79.8%	296	81.5%	304	80.2%
Non-tenure track	49	15.6%	58	18.0%	68	20.2%	67	18.5%	75	19.8%
Total	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
SCHOOL										
Fulton School of Liberal Arts	126	40.1%	132	40.9%	132	39.2%	143	39.4%	156	41.2%
Henson School of Science & Technology	102	32.5%	102	31.6%	106	31.5%	114	31.4%	114	30.1%
Perdue School of Business	41	13.1%	42	13.0%	47	13.9%	50	13.8%	50	13.2%
Seidell School of Education & Professional Studies	45	14.3%	47	14.6%	52	15.4%	56	15.4%	59	15.6%
Total	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
RACE/ETHNICITY										
African-American	14	4.3%	15	4.6%	16	4.7%	20	5.5%	21	5.5%
White	290	89.8%	288	89.2%	292	86.6%	312	86.0%	324	85.5%
Other	19	5.9%	20	6.2%	29	8.6%	31	8.5%	34	9.0%
Total	323	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
SEX										
Male	178	56.7%	179	55.4%	185	54.9%	202	55.6%	208	54.9%
Female	136	43.3%	144	44.6%	152	45.1%	161	44.4%	171	45.1%
Total	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
HIGHEST DEGREE										
Doctorate	244	77.7%	249	77.1%	252	74.8%	275	75.8%	290	76.5%
Masters	50	15.9%	51	15.8%	56	16.6%	57	15.7%	57	15.0%
Bachelors	6	1.9%	6	1.9%	11	3.3%	8	2.2%	8	2.1%
Terminal Masters ¹	14	4.5%	17	5.3%	18	5.3%	23	6.3%	24	6.3%
Total	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
RANK										
Professor	70	26.4%	73	27.5%	75	27.9%	80	27.0%	78	25.7%
Associate Professor	98	37.0%	97	36.6%	92	34.2%	98	33.1%	99	32.6%
Assistant Professor	87	32.8%	85	32.1%	92	34.2%	106	35.8%	119	39.1%
Instructor	10	3.8%	10	3.8%	10	3.7%	12	4.1%	8	2.6%
Total Ranked	265	100.0%	265	100.0%	269	100.0%	296	100.0%	304	100.0%
Non-tenure track/Unranked ²	49	15.6%	58	18.0%	68	20.2%	67	18.5%	75	19.8%
TOTAL FACULTY	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
% TENURE BY RANK										
Professor	69	98.6%	72	98.6%	75	100.0%	80	100.0%	78	100.0%
Associate Professor	94	95.9%	97	100.0%	91	98.9%	96	98.0%	97	98.0%
Assistant Professor	19	21.8%	16	18.8%	16	17.4%	19	17.9%	19	16.0%
Instructor	-	-	-	-	-	-	-	-	-	-
Total Tenured	182	68.7%	185	69.8%	182	67.7%	195	65.9%	194	63.8%
Tenure-Track	83	31.3%	80	30.2%	87	32.3%	101	34.1%	110	36.2%
Total Tenured/Tenure-Track	265	100.0%	265	100.0%	269	100.0%	296	100.0%	304	100.0%
F/T Non-tenure track/Unranked	49		58		68		67		75	
TOTAL FACULTY	314		323		337		363		379	

¹MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

²Formerly referred to as full-time Contractual Faculty

Table 1.1:

Race and Gender Summary of Full-Time Faculty

Fall 2003 - Fall 2008

(Includes Full-Time, Non-Tenure Track Faculty)

Characteristic	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
Full-time Faculty by Tenure Status												
Tenured or Tenure-Track	258	86.3%	265	84.4%	265	82.0%	269	79.8%	296	81.5%	304	80.2%
Non-Tenure Track	41	13.7%	49	15.6%	58	18.0%	68	20.2%	67	18.5%	75	19.8%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
Full-time Faculty by Race/Ethnicity												
African-American	12	4.0%	13	4.1%	15	4.6%	16	4.7%	20	5.5%	21	5.6%
American Indian	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	1	0.3%
Asian	12	4.0%	12	3.8%	11	3.4%	13	3.9%	15	4.1%	16	4.2%
Hispanic	3	1.0%	2	0.6%	3	0.9%	4	1.2%	4	1.1%	5	1.3%
White	272	91.0%	282	89.8%	288	89.2%	292	86.6%	312	86.0%	324	85.5%
Nonresident Alien	-	0.0%	5	1.6%	6	1.9%	12	3.6%	12	3.3%	12	3.2%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
Full-time Faculty by Minority Status and School												
Fulton (total/ % of total)	118	39.5%	126	40.1%	132	40.9%	132	39.2%	143	39.4%	156	41.2%
# Minority Faculty/ % of School	11	9.3%	10	7.9%	12	9.1%	16	12.1%	18	12.8%	18	11.5%
Henson (total/ % of total)	95	31.8%	102	32.5%	102	31.6%	106	31.5%	114	31.4%	114	30.1%
# Minority Faculty/ % of School	5	5.3%	7	6.9%	7	6.9%	7	6.6%	11	9.6%	12	10.5%
Perdue (total/ % of total)	41	13.7%	41	13.1%	42	13.0%	47	13.9%	50	13.8%	50	13.2%
# Minority Faculty/ % of School	6	14.6%	5	12.2%	5	11.9%	6	12.8%	7	14.0%	7	14.0%
Seidel (total/ % of total)	45	15.1%	45	14.3%	47	14.6%	52	15.4%	56	15.4%	59	15.6%
# Minority Faculty/ % of School	5	11.1%	5	11.1%	5	10.6%	4	7.7%	4	7.1%	7	11.9%
Total Faculty	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
Total Minority Faculty	27	9.0%	27	8.6%	29	9.0%	33	9.8%	40	11.0%	44	11.6%
Full-time Faculty by Sex												
Male	173	57.9%	178	56.7%	179	55.4%	185	54.9%	202	55.6%	208	54.9%
Female	126	42.1%	136	43.3%	144	44.6%	152	45.1%	161	44.4%	171	45.1%
Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%
Full-time Faculty by Sex and School												
Fulton Male	72	61.0%	77	61.1%	80	60.6%	80	60.6%	87	60.8%	91	58.3%
Fulton Female	46	39.0%	49	38.9%	52	39.4%	52	39.4%	56	39.2%	65	41.7%
Henson Male	51	53.7%	54	52.9%	53	52.0%	54	50.9%	61	53.5%	60	52.6%
Henson Female	44	46.3%	48	47.1%	49	48.0%	52	49.1%	53	46.5%	54	47.4%
Perdue Male	30	73.2%	30	73.2%	28	66.7%	32	68.1%	33	66.0%	34	68.0%
Perdue Female	11	26.8%	11	26.8%	14	33.3%	15	31.9%	17	34.0%	16	32.0%
Seidel Male	20	44.4%	17	37.8%	18	38.3%	19	36.5%	22	39.3%	23	39.0%
Seidel Female	25	55.6%	28	62.2%	29	61.7%	33	63.5%	34	60.7%	36	61.0%
Total Males	173	57.9%	178	56.7%	179	55.4%	185	54.9%	203	55.9%	208	54.9%
Total Females	126	42.1%	136	43.3%	144	44.6%	152	45.1%	160	44.1%	171	45.1%
Grand Total	299	100.0%	314	100.0%	323	100.0%	337	100.0%	363	100.0%	379	100.0%

Figure 1:

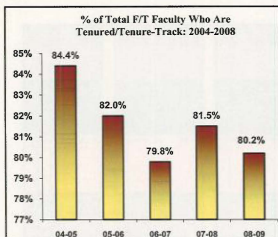


Figure 2:

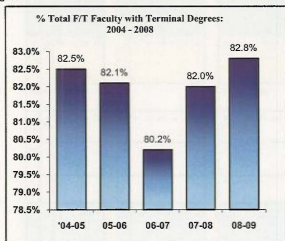


Figure 4:

% of Total F/T Faculty by School Fall 2008

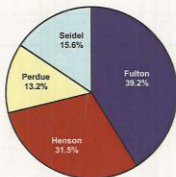


Figure 3:

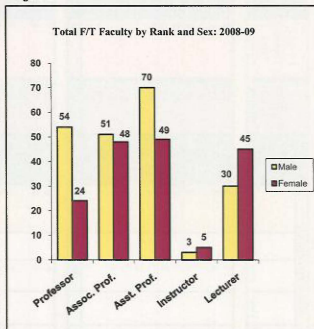
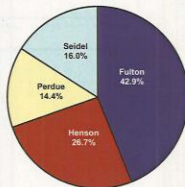


Figure 5:

% of Total SCIs by School Fall 2008



Academic Programs Without Any Full-Time Minority or Nonresident Alien Faculty

Accounting
Marketing
Sociology

Management
CLS/Medical Technology

Table 2: Faculty Tenure Status by Rank, Department (or Program), and School: 2008 - 2009

School & Department	Tenured Faculty						Tenure-Track Faculty						% of T/TT who are Tenured	E/T Non Tenure-Track Faculty	Total Full-time Faculty	% who are T/TT
	Prof.			Asst.			Prof.			Asst.						
	Inst.	Subtotal		Inst.	Subtotal		Inst.	Subtotal		Inst.	Subtotal					
Fulton School of Liberal Arts																
Art	2	5	-	-	7	-	-	3	-	-	3	-	10	70%	8	18
Communication Arts	-	8	2	-	10	-	-	4	-	-	4	-	14	71%	1	15
Conflict Analysis and Dispute Res.	1	-	-	-	1	-	-	3	-	3	3	-	4	25%	-	4
English	3	8	-	-	11	-	-	9	-	9	20	-	20	55%	9	29
History	5	11	-	-	16	-	-	2	-	2	18	-	18	89%	8	26
Modern Languages	1	2	-	-	3	-	-	3	-	3	6	-	6	50%	2	8
Music	1	3	-	-	4	-	-	2	-	2	3	-	3	58%	5	12
Philosophy	2	2	-	-	4	-	-	2	-	2	7	-	7	67%	6	100%
Political Science	1	1	-	-	2	-	-	2	-	2	6	-	6	67%	-	6
Psychology	3	4	5	-	12	-	-	6	-	6	18	-	18	67%	-	18
Sociology	-	3	2	-	5	-	-	-	-	-	5	-	5	100%	3	5
Theatre and Dance	2	2	-	-	4	-	-	3	-	3	7	-	7	57%	2	7
Subtotal	22	49	10	-	81	-	-	39	1	40	121	-	121	67%	35	136
Henson School of Science & Technology																
Biology	8	7	-	-	15	-	-	6	-	6	21	-	21	71%	7	28
Chemistry	3	3	-	-	6	-	-	3	-	3	9	-	9	67%	3	12
CLS/Medical Technology	1	1	-	-	2	-	-	-	-	-	3	-	3	100%	-	3
Computer Science	1	2	-	-	3	-	-	3	-	3	6	-	6	50%	1	7
Geography	3	2	-	-	5	-	-	6	-	6	11	-	11	45%	1	12
Mathematics	6	5	-	-	11	-	-	2	-	2	13	-	13	85%	6	19
Nursing	5	2	3	-	10	-	-	3	4	7	17	-	17	59%	2	19
Physics	3	2	-	-	5	-	-	5	-	5	10	-	10	100%	2	7
Respiratory Therapy	1	1	-	-	2	-	-	1	-	1	3	-	3	67%	4	7
Subtotal	31	25	4	-	60	-	-	24	4	28	88	-	88	68%	26	114
Purdue School of Business																
Accounting	5	1	1	-	7	-	-	2	-	2	9	-	9	78%	2	11
Economics	1	1	-	-	2	-	-	4	-	4	6	-	6	33%	1	7
Finance	3	1	-	-	4	-	-	1	1	2	6	-	6	67%	-	6
Information Systems	2	3	1	-	6	-	-	2	-	2	8	-	8	75%	2	10
Management	2	1	-	-	3	-	-	6	-	6	9	-	9	33%	1	10
Marketing	3	1	-	-	4	-	-	1	-	1	5	-	5	80%	1	6
Subtotal	16	8	2	-	26	-	-	1	16	17	43	-	43	60%	7	50
Schick School of Education & Professional Studies																
Education Specialties	3	4	1	-	8	-	-	6	-	6	14	-	14	57%	-	14
Teacher Education	3	5	1	-	9	-	-	4	1	5	14	-	14	64%	2	16
Hlth, PE, and Human Perf.	2	2	-	-	4	-	-	7	2	9	13	-	13	31%	1	14
Social Work	1	4	1	-	6	-	-	1	4	5	11	-	11	55%	4	15
Subtotal	9	15	3	-	27	-	-	1	21	3	25	-	25	52%	7	59
TOTALS	78	97	19	-	194	-	-	2	100	8	110	-	110	64%	75	379
																80%

Source: Fall 2008 EDS File

Table 3: Full-Time Faculty by Race, Sex, School, and Department or Program: Fall 2008

School & Department	African American				American Indian				Hispanic				White				Nonresident Alien				Total		# Minority	# N/A	% Minority & Nonresident Alien
	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%	Total	%			
Henson School of Liberal Arts																									
Art	1	1	2	-	-	-	2	-	-	-	2	-	7	6	13	-	-	-	9	6	15	3	-	-	11.1%
Communication Arts	1	1	2	-	-	-	2	-	-	-	2	-	7	6	13	-	-	-	9	6	15	3	-	-	18.8%
CADR	1	2	3	-	-	-	3	-	-	-	3	-	13	11	24	-	-	-	15	14	29	5	-	-	25.0%
English	1	1	2	-	-	-	2	-	-	-	2	-	16	9	25	-	-	-	16	10	26	1	-	-	17.2%
History	1	1	2	-	-	-	2	-	-	-	2	-	1	5	6	-	-	-	1	7	8	2	-	-	3.8%
Modern Languages	1	1	2	-	-	-	2	-	-	-	2	-	2	2	4	-	-	-	2	2	4	2	-	-	25.0%
Music	1	1	2	-	-	-	2	-	-	-	2	-	3	2	5	-	-	-	3	2	5	2	-	-	40.0%
Philosophy	1	1	2	-	-	-	2	-	-	-	2	-	2	2	4	-	-	-	2	2	4	2	-	-	50.0%
Political Science	1	1	2	-	-	-	2	-	-	-	2	-	4	1	5	-	-	-	4	1	5	1	-	-	20.0%
Psychology	1	1	2	-	-	-	2	-	-	-	2	-	4	1	5	-	-	-	4	1	5	1	-	-	20.0%
Sociology	1	1	2	-	-	-	2	-	-	-	2	-	10	7	17	-	-	-	10	8	18	1	-	-	5.6%
Theatre and Dance	1	1	2	-	-	-	2	-	-	-	2	-	3	2	5	-	-	-	3	2	5	1	-	-	20.0%
School Total	6	4	10				1		2		3		78	56	134		3	1	4	91	40	136	18	4	14.1%
Henson School of Science and Technology																									
Biology	2	2	4	-	-	-	4	-	-	-	4	-	12	14	26	-	-	-	14	14	28	2	-	-	7.1%
Chemistry	1	1	2	-	-	-	2	-	-	-	2	-	7	4	11	-	-	-	8	4	12	1	-	-	8.3%
CIS/Medical Technology	1	1	2	-	-	-	2	-	-	-	2	-	2	3	5	-	-	-	4	3	7	2	-	-	28.6%
Computer Science	1	1	2	-	-	-	2	-	-	-	2	-	8	1	9	-	-	-	9	3	12	2	-	-	16.7%
Geography	1	1	2	-	-	-	2	-	-	-	2	-	1	6	7	-	-	-	4	3	7	2	-	-	28.6%
Math Sciences	1	1	2	-	-	-	2	-	-	-	2	-	14	3	17	-	-	-	15	4	19	2	-	-	10.5%
Nursing	1	1	2	-	-	-	2	-	-	-	2	-	1	17	18	-	-	-	1	18	19	1	-	-	5.3%
Physics	1	1	2	-	-	-	2	-	-	-	2	-	5	1	6	-	-	-	6	1	7	1	-	-	14.3%
Respiratory Therapy	1	1	2	-	-	-	2	-	-	-	2	-	3	3	6	-	-	-	3	4	7	1	-	-	14.3%
School Total	5	1	6				1		1		2		52	47	99		4	4	8	69	54	114	12	4	14.8%
Feeder School of Business																									
Accounting	1	1	2	-	-	-	2	-	-	-	2	-	7	4	11	-	-	-	7	4	11	1	-	-	9.1%
Business Administration	1	1	2	-	-	-	2	-	-	-	2	-	3	2	5	-	-	-	4	3	7	2	-	-	28.6%
Finance	1	1	2	-	-	-	2	-	-	-	2	-	4	2	6	-	-	-	5	3	8	2	-	-	25.0%
Information Systems	1	1	2	-	-	-	2	-	-	-	2	-	3	3	6	-	-	-	6	4	10	3	-	-	30.0%
Management	1	1	2	-	-	-	2	-	-	-	2	-	9	1	10	-	-	-	9	1	10	1	-	-	10.0%
Marketing	1	1	2	-	-	-	2	-	-	-	2	-	2	4	6	-	-	-	2	4	6	1	-	-	16.7%
School Total	5	2	7				5		2		7		28	14	42		1	1	2	34	18	50	7	1	16.0%
Siedel School of Health, Physical Education, & Human Performance																									
Teacher Education	1	1	2	-	-	-	2	-	-	-	2	-	7	6	13	-	-	-	8	8	16	1	-	-	6.3%
Education Specialties	1	1	2	-	-	-	2	-	-	-	2	-	4	8	12	-	-	-	6	9	14	2	-	-	14.3%
Physical Education	1	1	2	-	-	-	2	-	-	-	2	-	3	3	6	-	-	-	4	3	7	1	-	-	14.3%
School of Public Health	1	1	2	-	-	-	2	-	-	-	2	-	5	3	8	-	-	-	7	5	12	2	-	-	16.7%
School Total	3	2	5				1		2		3		20	29	49		3	3	6	23	38	59	7	1	16.9%
TOTAL	14	7	21				1		10		6		10	6	16		4	8	12	208	171	379	44	12	14.8%

Figure 3

FTT Minority Faculty by School



FTT Minority and Nonresident Alien Faculty by School



Source: Fall 2008 EDR File

Table 3.1

Total Full-time Faculty by School, Department, and Tenure Status, Fall 1998, 2004-2008

School & Department	Fall 1998			Fall 2004			Fall 2005			Fall 2006			Fall 2007			Fall 2008		
	U/T	FIN/T	Total FT	U/T	FIN/T	Total FT	U/T	FIN/T	Total FT	U/T	FIN/T	Total FT	U/T	FIN/T	Total FT	U/T	FIN/T	Total FT
Fulton School of Liberal Arts																		
Art	6	-	6	8	5	13	8	5	13	9	5	14	10	5	15	10	8	18
Communication Arts	12	3	15	16	2	18	19	3	22	16	4	20	20	3	23	15	1	16
Conflict Analysis and Dispute Res.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4
English	16	1	17	20	7	27	20	7	27	19	7	26	22	5	27	20	9	29
History	15	7	22	17	5	22	18	6	24	18	6	24	19	6	25	18	8	26
Modern Languages	4	1	5	5	2	7	5	2	7	5	2	7	6	2	8	6	2	8
Music	6	-	6	6	2	8	6	2	8	6	1	7	7	2	9	7	5	12
Philosophy	4	-	4	5	-	5	5	-	5	6	-	6	6	-	6	6	-	6
Political Science	3	2	5	5	-	5	5	-	5	6	-	6	6	-	6	6	-	6
Psychology	11	2	13	14	-	14	14	-	14	14	-	14	15	-	15	18	-	18
Sociology	4	-	4	7	-	7	7	-	7	8	-	8	9	-	9	5	-	5
Theatre and Dance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8
Subtotal	81	16	97	103	23	126	107	25	132	107	25	132	120	23	143	121	35	156
Henson School of Science and Tech																		
Biology	16	7	23	19	4	23	19	4	23	19	7	26	22	7	29	21	7	28
Chemistry	7	4	11	9	3	12	9	3	12	8	4	12	8	4	12	9	3	12
CLS/Medical Technology	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3
Computer Science	4	-	4	6	1	7	5	2	7	5	1	6	6	1	7	6	1	7
Geography	7	1	8	8	1	9	8	1	9	8	1	9	9	1	10	11	1	12
Mathematics	11	5	16	15	5	20	14	5	19	13	8	21	13	7	20	13	6	19
Nursing	14	3	17	17	1	18	16	3	19	16	1	17	17	3	20	17	2	19
Physics	4	2	6	5	1	6	5	1	6	5	2	7	5	2	7	5	2	7
Respiratory Therapy	2	1	3	3	1	4	3	1	4	2	3	5	3	3	6	3	4	7
Subtotal	68	23	91	85	17	102	82	20	102	79	27	106	86	28	114	88	26	114
Perdue School of Business																		
Accounting & Legal Studies	7	3	10	8	-	8	8	-	8	9	1	10	9	2	11	9	2	11
Economics	2	2	4	4	1	5	4	1	5	6	-	6	6	1	7	6	1	7
Finance	2	-	2	5	-	5	5	-	5	6	-	6	5	-	5	6	-	6
Information Systems	7	1	8	7	2	9	7	2	9	7	2	9	8	2	10	8	2	10
Management	5	3	8	7	1	8	5	3	8	7	2	9	8	2	10	9	1	10
Marketing	5	-	5	5	1	6	6	1	7	6	1	7	6	1	7	5	1	6
Subtotal	28	9	37	36	5	41	35	7	42	41	6	47	42	8	50	43	7	50
Seidel School of Education and Pro																		
Education	20	2	22	24	2	26	23	4	27	23	6	29	-	-	-	-	-	-
Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	13	4	17	14	2	16
Education Specialties	-	-	-	-	-	-	-	-	-	-	-	-	14	-	14	14	-	14
Health, PE, and Human Performance	10	-	10	7	2	9	9	-	9	9	1	10	11	-	11	13	1	14
Social Work	5	1	6	10	-	10	9	2	11	10	3	13	10	4	14	11	4	15
Subtotal	35	3	38	41	4	45	41	6	47	42	10	52	48	8	56	52	7	59
TOTAL	212	51	263	265	49	314	265	58	323	269	68	337	296	67	363	304	75	379

Source: Fall EDS Files

Table 3.2

Total Faculty by School, Department, and Employment Status, Fall 2004-Fall 2008

School & Discipline	Fall 2004				Fall 2005				Fall 2006				Fall 2007				Fall 2008			
	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total	FT	PT	TA	Total
Fulton School of Liberal Arts																				
Art	13	7	-	20	13	7	-	20	14	4	-	18	15	9	-	24	18	10	-	28
Conflict Analysis/Dispute Resolution	Formerly included in the Sociology/Conflict Resolution Department, became a new department in AY 2008-09.																			
Communication Arts	18	9	-	27	22	9	-	31	20	11	-	31	23	7	-	30	15	8	-	23
English	27	6	9	42	27	3	12	42	26	6	14	46	27	7	11	45	29	7	-	36
History	22	3	-	25	24	3	-	27	24	4	-	28	25	7	-	32	26	7	-	33
Interdisciplinary/ General Studies	-	2	-	2	-	-	-	-	-	1	-	-	1	-	-	-	-	2	-	2
Modern Languages	7	6	1	14	7	6	-	13	7	5	-	12	8	5	-	13	8	5	-	13
Music	8	9	-	17	8	9	-	17	7	8	-	15	9	10	-	19	12	-	-	12
Philosophy	5	1	-	6	5	-	-	5	6	1	-	7	6	1	-	7	6	-	-	6
Political Science	5	2	-	7	5	2	-	7	6	2	-	8	6	1	-	7	6	-	-	6
Psychology	14	1	-	15	14	1	-	15	14	2	-	16	15	1	-	16	18	-	-	18
Sociology	7	2	-	9	7	-	-	7	8	-	-	8	9	-	-	9	6	-	-	6
Theatre and Dance	Formerly included in the Communication/Theatre Arts Department, became a new department in AY 2008-09.																			
Subtotal	126	48	10	184	132	40	12	184	132	44	14	190	143	48	11	202	158	41	-	192
Henson School of Science and Technology																				
Biology	23	4	-	27	23	6	-	29	26	3	-	29	29	2	-	31	28	-	-	28
Chemistry	12	1	-	13	12	2	-	14	12	1	-	13	12	1	-	13	12	-	-	12
CLS/Medical Technology	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3	3	-	-	3
Computer Science	7	-	-	7	7	-	-	7	6	1	-	7	7	1	-	8	7	-	-	7
Geography	9	-	-	9	9	-	-	9	9	-	-	9	10	-	-	10	12	-	-	12
Math Sciences	20	5	-	25	19	7	-	26	21	5	-	26	20	3	-	23	19	-	-	19
Nursing	18	21	-	39	19	19	-	38	17	21	-	38	20	18	-	38	19	-	-	19
Physics	6	3	-	9	6	1	-	7	7	1	-	8	7	1	-	8	7	-	-	7
Respiratory Therapy	4	6	-	10	4	10	-	14	5	9	-	14	6	9	-	15	7	-	-	7
Subtotal	102	40	-	142	102	45	-	147	106	41	-	147	114	35	-	149	114	-	-	114
Perdue School of Business																				
Accounting & Legal Studies	8	3	-	11	8	5	-	13	10	3	-	13	11	3	-	14	11	-	-	11
Economics	5	3	-	8	5	2	-	7	6	2	-	8	7	1	-	8	7	-	-	7
Finance	5	3	-	8	5	5	-	10	6	4	-	10	5	2	-	7	6	-	-	6
Information Systems	9	6	-	15	9	4	-	13	9	7	-	16	10	4	-	14	10	-	-	10
Management	8	5	-	13	8	6	-	14	9	4	-	13	10	3	-	13	10	-	-	10
Marketing	6	3	-	9	7	2	-	9	7	1	-	8	7	11	-	18	6	-	-	6
Subtotal	41	23	-	64	42	24	-	66	47	21	-	68	50	24	-	74	50	-	-	50
Seidel School of Education and Professional Studies																				
Education	26	51	-	77	27	42	-	69	29	32	-	61	-	-	2	2	-	-	-	-
Education Specialties	Formerly combined into one department, Education was divided into two departments in AY 2007-08.																			
Teacher Education	9	9	2	20	9	14	2	25	10	10	2	22	11	10	1	22	14	-	-	14
Health, PE, and Human Performance	10	9	-	19	11	6	-	17	13	4	-	17	14	14	-	28	15	-	-	15
Social Work	45	69	2	116	47	62	2	111	52	46	2	100	56	61	3	120	59	-	-	59
Subtotal	45	69	2	116	47	62	2	111	52	46	2	100	56	61	3	120	59	-	-	59
TOTAL	314	180	12	506	323	171	14	508	337	152	16	505	363	168	14	545	379	41	-	415

Source: Fall EDS File

Table 4: Full-Time Faculty by Rank, Sex, & School: Fall 2008

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
Fulton School of Liberal Arts							
Male	17	27	31	1	15	91	58.3%
Female	5	22	18	-	20	65	41.7%
Subtotal	22	49	49	1	35	156	100.0%
Henson School of Science & Technology							
Male	19	13	16	-	12	60	52.6%
Female	12	12	12	4	14	54	47.4%
Subtotal	31	25	28	4	26	114	100.0%
Perdue School of Business							
Male	13	6	13	-	2	34	68.0%
Female	3	3	5	-	5	16	32.0%
Subtotal	16	9	18	-	7	50	100.0%
Seidel School of Education & Professional Studies							
Male	5	5	10	2	1	23	39.0%
Female	4	11	14	1	6	36	61.0%
Subtotal	9	16	24	3	7	59	100.0%
GRAND TOTAL							
MALE	54	51	70	3	30	208	54.9%
FEMALE	24	48	49	5	45	171	45.1%
TOTAL	78	99	119	8	75	379	100.0%

Figure 8: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank: Fall 2008

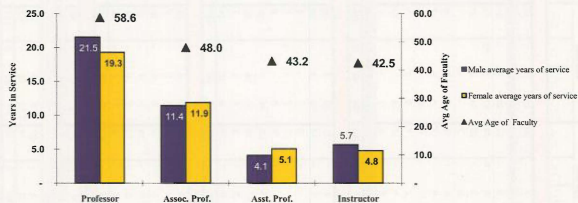


Table 5: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank

(Up to and including Fall 2007 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty	78	99	119	8	304
Average age	58.6	48.0	43.2	42.5	48.7
Average years of service	20.8	11.6	4.5	5.1	11.0
Male average years of service	21.5	11.4	4.1	5.7	11.5
Female average years of service	19.3	11.9	5.1	4.8	10.4

Table B:

**Highest Degree Awarded to Tenured/Tenure-Track Faculty
by State & Institution, Academic Year 2008-2009**

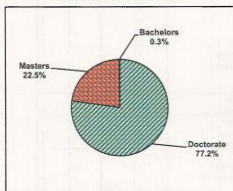
Degree Granting Institution	No. of Degrees			TOTAL
	Doct.	Mastr.	Bach.	
ALABAMA				
U. of Alabama	2	-	-	2
U. of S. Alabama	1	-	-	1
ARIZONA				
Arizona State U.	1	-	-	1
U. of Arizona	2	-	-	2
ARKANSAS				
U. of Arkansas	1	-	-	1
CALIFORNIA				
Alliant International U.	1	-	-	1
California Institute of the Arts	-	1	-	1
Claremont Graduate U.	3	-	-	3
U. of California	9	-	-	9
COLORADO				
U. of Colorado	1	-	-	1
U. of Denver	1	-	-	1
U. of N. Colorado	1	-	-	1
CONNECTICUT				
U. of Connecticut	3	-	-	3
DELAWARE				
U. of Delaware	11	-	-	11
Wesley College	-	1	-	1
Wilmington College	1	1	-	2
DISTRICT OF COLUMBIA				
Catholic University of America	5	1	-	6
Georgetown U.	3	-	-	3
George Washington U.	7	-	-	7
FLORIDA				
Florida State U.	6	-	-	6
Florida International U.	1	-	-	1
U. of Florida	3	-	-	3
U. of S. Florida	1	1	-	2
GEORGIA				
Emory U.	2	-	-	2
Georgia State U.	2	-	-	2
U. of Georgia	4	-	-	4
HAWAII				
U. of Hawaii	1	-	-	1
ILLINOIS				
Illinois State U.	1	-	-	1
Northeastern Illinois U.	1	-	-	1
Northeastern Illinois U.	1	-	-	1
Southern Illinois U.	1	-	-	1
U. of Illinois	2	-	-	2
INDIANA				
Ball State U.	1	-	-	1
Indiana U.	5	-	-	5
Purdue U.	-	1	-	1
IOWA				
U. of Iowa	3	-	-	3
KANSAS				
Newman U.	1	-	-	1
U. of Kansas	3	-	-	3
KENTUCKY				
Murray State U.	-	1	-	1
U. of Kentucky	1	-	-	1
LOUISIANA				
Louisiana Tech	1	-	-	1
Louisiana St. U.	3	-	-	3
Northwestern State U.	2	-	-	2
U. of Louisiana, Lafayette	1	-	-	1
U. of Louisville	1	-	-	1
MARYLAND				
Johns Hopkins U.	6	-	-	6
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	3	1	4
UMAB	2	-	-	2
UMD	-	1	-	1
UMBC	1	-	-	1
UMCP	21	1	-	22
UMES	2	-	-	2
MAINE				
U. of Maine	1	-	-	1
MASSACHUSETTS				
Brandeis U.	1	-	-	1
Northeastern U. (Boston)	2	-	-	2
Springfield C	1	1	-	2
Tufts U.	1	-	-	1
U. of Massachusetts	2	-	-	2
DEGREE GRANTING INSTITUTION	Doct.	Mastr.	Bach.	TOTAL
MICHIGAN				
Cranbrook Academy of Art	-	1	-	1
Eastern Michigan U.	-	1	-	1
Michigan State U.	2	1	-	3
Wayne State U.	1	1	-	2
Western Michigan U.	1	-	-	1
MINNESOTA				
U. of Minnesota	1	-	-	1
MISSOURI				
U. of Missouri	2	-	-	2
Washington U. @ St. Louis	1	-	-	1
NEBRASKA				
U. of Nebraska	2	-	-	2
NEVADA				
U. of Nevada-Las Vegas	2	-	-	2
NEW HAMPSHIRE				
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton U.	-	1	-	1
Rutgers U.	2	-	-	2
NEW YORK				
CUNY	1	-	-	1
Columbia U.	2	-	-	2
Cornell U.	2	-	-	2
SUNY at Albany	3	-	-	3
SUNY at Binghamton	1	-	-	1
SUNY at Stony Brook	2	-	-	2
Syracuse U.	7	-	-	7
U. of Rochester	1	-	-	1
NORTH DAKOTA				
North Dakota State U.	1	-	-	1
NORTH CAROLINA				
U. of NC, Chapel Hill	2	-	-	2
U. of NC, Greensboro	2	-	-	2
OHIO				
Bowling Green State U.	1	-	-	1
Case Western Reserve U.	1	-	-	1
Kent State U.	-	1	-	1
Ohio State U.	4	-	-	4
Union Institute	2	-	-	2
U. of Cincinnati	2	1	-	3
OKLAHOMA				
Oklahoma State U.	2	-	-	2
U. of Oklahoma	1	-	-	1
OREGON				
U. of Oregon	2	-	-	2
PENNSYLVANIA				
Carnegie Mellon U.	1	1	-	2
Indiana U. of Pennsylvania	1	-	-	1
Lehigh U.	3	-	-	3
Penn State U.	7	1	-	8
Temple U.	4	-	-	4
U. of PA.	3	-	-	3
U. of Pittsburgh	4	-	-	4
RHODE ISLAND				
Brown U.	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	4	-	-	4
TENNESSEE				
East Tennessee State U.	1	1	-	2
George Peabody School for Teachers	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	6	1	-	7
Vanderbilt U.	1	-	-	1
TEXAS				
Texas Christian U.	1	-	-	1
U. of Houston	3	-	-	3
U. of North Texas	2	-	-	2
U. of Texas	7	-	-	7
UTAH				
U. of Utah	2	-	-	2
VERMONT				
College of William & Mary	2	-	-	2
Old Dominion U.	1	-	-	1
U. of Virginia	3	-	-	3
Va. Commonwealth U.	1	-	-	1
Va. Polytechnic Inst.	4	-	-	4

Table 6 (continued):
Highest Degrees Awarded to Tenured/Tenure-Track Faculty
Academic Year 2007-2008 (continued)

Degree Granting Institution	Doct.	Master's	Bach.	TOTAL
WASHINGTON				
U. of Washington	1	-	-	1
West Virginia	1	-	-	1
WISCONSIN				
U. of Wisconsin	4	-	-	4
FOREIGN COUNTRIES				
Cambridge U. (UK)	1	-	-	1
McGill U., Canada	1	-	-	1
Sejong U., Republic of Korea	-	1	-	1
U. of British Columbia	1	-	-	1
U. of Calgary, Canada	2	-	-	2
U. of Guelph, Canada	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Toronto, Canada	3	-	-	3
U. of Victoria, B.C., Canada	2	-	-	2
Tenured/Tenure-Track Faculty*	275	28	1	304

*Includes 9 MFAs, 2 Masters in Mud Tachfapp Therapy, and 1 Master's in Social Work (considered to be terminal in their field).

Figure 9:
All Full-Time Faculty
Percentage of Highest Degrees Awarded, Fall 2008



FT/Faculty = 304; highest degrees from 44 states, D.C., and 3 foreign countries; 90% with doctoral degrees, 94% with terminal degrees.
ALL FT/Faculty = 379; highest degrees from 44 states, D.C., and 3 foreign countries; 77% with doctoral degrees; 85% with terminal degrees.
Terminal Degrees represent 144 institutions of higher education from 44 states, D.C., and 3 foreign countries.

Table 7:
Highest Degree Awarded to Full-Time Non-Tenure Track Faculty
By State & Institution, Academic Year 2008-2009

Degree Granting Institution	Doct.	Master's	Bach.	TOTAL
ARIZONA				
U. of Arizona	-	1	-	1
CALIFORNIA				
California State University	-	2	-	2
U. of California, Santa Barbara	1	-	-	1
DELAWARE				
U. of Delaware	1	1	-	2
Washington College	-	3	-	3
DISTRICT OF COLUMBIA				
George Washington U.	1	2	-	3
FLORIDA				
U. of Florida	1	-	-	1
INDIANA				
Indiana U.	2	1	-	3
U. of Notre Dame	1	-	-	1
KANSAS				
U. of Kansas	-	1	-	1
KENTUCKY				
Tulane	-	1	-	1
MARYLAND				
Johns Hopkins U.	-	1	-	1
Salisbury U.	-	20	-	20
UMD	-	1	-	1
UMCP	1	3	-	4
UMBC	-	1	-	1
Washington College	-	1	-	1
MASSACHUSETTS				
Boston University C.	-	1	-	1
MISSISSIPPI				
U. of Mississippi	-	1	-	1
MISSOURI				
Missouri St. U.	-	1	-	1
NEW YORK				
Syracuse University	1	2	-	3
NORTH CAROLINA				
Appalachian State University	-	1	-	1
Eastern Carolina University	-	1	-	1
Warren Wilson College	-	1	-	1
OHIO				
Ohio State U.	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	1	-	1
PENNSYLVANIA				
Arcadia U.	-	1	-	1
Indiana University	-	1	-	1
Penn State University	2	-	-	2
Saint Joseph's University	-	1	-	1
Penns. Academy of Fine Arts	-	1	-	1
SOUTH CAROLINA				
U. of South Carolina	1	1	-	2
TEXAS				
Texas A & M	-	1	-	1
U. of Texas	-	1	-	1
VERMONT				
Vermont Law School	1	-	-	1
VIRGINIA				
U. of Virginia	1	-	-	1
Virginia Commonwealth	-	1	-	1
FOREIGN COUNTRIES				
U. of Edinburgh	-	1	-	1
Total Full-Time non-tenure track faculty	15	57	-	72
GRAND TOTAL FOR ALL FACULTY	291	85	1	377

*Includes 8 MFAs, 3 Master's in Social Work, and 1 Master's in Respiratory Therapy. There are two FT/NT faculty for which we do not have institution of highest degree. They are excluded.
Source: SGA PeopleSoft Employee Education Data

Table 8:

Salisbury University
SCH to FTEF Ratio
Academic Years 2001-2004 through 2007-2008

	AY 2003-2004				AY 2004-2005				AY 2005-2006				AY 2006-2007				AY 2007-2008			
	SCH(1)	FTEF	SCH/FTEF Ratio		SCH(1)	FTEF	SCH/FTEF Ratio		SCH(1)	FTEF	SCH/FTEF Ratio		SCH(1)	FTEF	SCH/FTEF Ratio		SCH(1)	FTEF	SCH/FTEF Ratio	
Fulton School of Liberal Arts																				
ART	6,547	17.03	384.47		6,740	17.86	377.38		6,921	17.51	395.26		7,702	19.58	393.36		8,239	20.96	402.16	
CMAT, DANC & THEA	10,879	21.84	498.07		11,022	24.83	447.52		11,844	25.73	460.39		11,562	24.87	464.94		12,024	24.31	494.61	
ENGL	13,550	27.08	499.72		13,450	28.48	472.28		13,785	28.95	476.10		15,669	31.16	502.92		16,224	31.24	525.67	
HIST & ANTH	17,725	25.11	626.31		16,126	23.23	694.34		15,866	24.44	649.33		16,494	23.29	708.28		17,037	24.21	703.64	
MATH	3,022	9.56	323.79		3,453	8.98	384.53		3,453	10.05	343.45		3,459	9.43	367.14		3,959	9.36	421.79	
MISC	2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44	
PHYS	3,100	4.09	758.96		3,552	5.17	688.82		3,294	5.26	626.47		3,363	5.26	639.35		3,726	5.26	708.73	
PSYC	3,805	5.19	695.11		3,884	4.14	811.83		3,288	5.25	626.63		3,957	5.25	753.88		4,099	6.84	617.02	
PSYC & CADR	10,464	13.84	755.93		11,273	13.66	825.18		12,251	14.55	848.11		11,538	14.09	818.88		11,599	15.11	767.89	
SOCI & IDIS	4,770	7.03	678.64		4,477	6.64	673.99		4,568	6.53	672.84		5,004	7.79	642.29		5,863	8.76	646.68	
HONR & IDIS	1,459				1,422				1,659				1,379				1,073			
Average	74,858	140.11	534.26		77,458	143.83	538.54		79,403	148.21	535.76		82,871	156.04	531.09		85,887	161.62	530.17	
Henson School of Science & Technology																				
BIOI & ENVH	12,786	27.55	464.10		13,670	29.20	468.13		13,813	28.97	476.73		14,464	30.09	480.63		14,897	26.75	556.82	
CHEM	5,266	13.80	381.55		5,692	13.78	413.06		5,605	13.37	419.20		5,968	14.59	409.15		6,129	12.34	496.80	
GEIG	6,259	9.36	668.73		6,039	9.96	631.86		7,004	10.63	658.88		7,306	10.51	695.08		8,607	9.39	724.73	
MATH & RESP & AIIPH	13,558	8.39	161.94		13,686	8.97	190.16		12,433	9.93	244.91		2,624	11.86	221.28		2,778	11.96	232.19	
MATH & COSC	13,057	24.08	542.28		13,152	25.24	521.05		12,468	26.05	274.68		13,144	26.76	491.16		13,987	26.16	522.39	
PHYS	2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44		2,534	7.91	320.44	
Average	45,983	115.14	476.36		47,636	118.68	476.36		48,434	119.79	404.32		50,097	124.45	402.55		52,100	116.64	446.61	
Pertuis School of Business																				
ACCT	4,803	9.88	486.13		5,394	10.74	502.23		5,544	10.19	544.24		6,760	11.84	572.55		6,663	12.78	521.30	
BLAD, MKTG, MGMT	8,650	17.81	485.68		9,003	18.77	553.26		8,972	18.62	533.37		10,374	18.61	557.49		10,322	19.46	540.68	
ECON & FINA	6,359	9.59	558.10		5,802	9.78	593.10		6,174	12.13	508.79		7,495	14.79	506.85		7,989	15.37	518.67	
INFO	4,984	11.38	438.98		4,785	11.64	410.95		4,987	11.25	443.24		5,590	11.78	474.40		5,924	12.66	468.08	
Average	23,806	48.65	485.32		24,984	48.44	515.79		25,677	50.39	509.53		30,239	57.02	530.31		31,098	60.27	515.98	
Solid School of Professional Studies																				
ELDED,CTD,DDC,DDI,D,EMA	12,325	29.11	423.43		13,206	33.06	399.44		12,645	32.81	385.42		12,110	34.14	354.68					
Teacher Education																				
PHIC, EXSC, ATTR, IN, TH	13,462	20.24	665.98		11,857	20.30	584.02		12,319	21.91	582.32		13,301	22.16	600.26					
SWOK	4,180	11.91	350.85		3,277	11.38	483.25		5,289	11.52	459.15		5,217	13.41	388.91		5,574	14.20	392.54	
Average	29,987	61.27	508.40		26,940	64.78	488.53		30,253	66.23	456.75		30,628	69.72	439.32		31,678	71.41	445.60	
Institutional Average	174,634	395.18	478.22		180,418	375.68	480.24		183,767	384.63	477.78		193,535	407.23	475.99		200,563	409.94	489.24	

NOTE: (1) The majority of student credit hours generated by Interdisciplinary Studies and Honors courses are taught by Fulton School faculty. These student credit hours included as a single total and are not included to FTEF because the FTEF of the faculty teaching them is counted in their home discipline.

This effect on the Fulton School is reflected in the school's overall average SCH to FTEF ratio.

Sources: SCH is from Annual Credit Hour Production, Fall Fact Book.
FTEF is derived from the annual Faculty Workload Report.

Table 9:

Salisbury University
Student to Faculty Ratio
Academic Years 2003-2004 through 2007-08

	AY 2003-2004			AY 2004-2005			AY 2005-2006			AY 2006-2007			AY 2007-2008		
	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	437	17.03	12.83	450	17.86	12.59	462	17.51	13.18	513	19.58	13.11	562	20.96	13.41
CMAT, DANC & THEA	725	21.84	16.61	735	24.63	14.92	790	25.73	15.35	743	24.87	14.93	802	24.31	16.49
ENGL	909	27.08	16.79	904	28.48	15.87	923	28.85	15.99	1,053	31.16	16.90	1,102	31.24	17.64
HIST & ANTH	1,053	25.11	20.97	1,079	23.23	23.22	1,049	24.44	21.45	1,103	23.29	23.69	1,140	24.21	23.55
MDFL	202	9.36	10.81	231	8.98	12.86	230	10.05	11.45	231	9.45	12.24	225	9.36	12.00
MUSC	117	9.56	6.10	150	10.64	7.05	180	9.92	9.05	202	13.84	7.29	228	14.58	7.83
PHIL	207	4.08	25.33	237	5.17	22.89	220	5.18	21.22	232	5.72	20.30	242	6.48	18.72
POSC & ENVI	240	5.19	23.15	246	4.54	27.06	219	5.25	20.89	264	6.25	21.16	274	6.84	20.60
PSYC	698	13.84	25.20	752	13.66	27.51	817	14.45	28.27	769	14.09	27.30	773	15.11	25.60
SOCI & CADR	318	7.03	22.62	298	6.64	22.47	307	6.83	22.44	334	7.79	21.41	378	8.76	21.58
HONR & IDIS	99			95			111			92			112		
Average			17.86			17.99			17.90			17.74			18.06
Henson School of Science & Technology															
BIOL & ENVH	853	27.55	15.48	913	29.20	15.64	922	28.97	15.90	966	30.09	16.04	994	26.75	18.57
CHEM	351	13.80	12.72	380	13.78	13.78	374	13.37	13.97	398	14.59	13.65	409	12.34	16.56
GEOG & GEOL	417	9.39	22.22	403	9.56	21.06	467	10.63	21.96	487	10.51	23.17	456	9.39	24.25
MDTC, RESP & AHPH	91	8.39	5.40	112	8.87	6.34	168	9.93	8.44	180	11.86	7.57	191	11.96	7.99
MATH & COSC	874	24.08	18.14	881	25.24	17.45	834	26.05	16.00	879	26.76	16.43	915	26.16	17.48
NURS	286	24.66	5.84	305	25.18	6.05	283	23.76	5.96	267	23.75	5.62	298	22.79	6.53
PHYS	200	7.31	13.65	194	6.83	14.20	193	7.07	13.67	176	6.89	12.75	228	7.25	15.75
Average			13.34			13.43			13.52			13.47			14.96
Perdue School of Business															
ACCT	323	9.88	16.34	363	10.74	16.89	373	10.19	18.30	456	11.84	19.24	448	12.78	17.51
BUAD, MKTG, MGMT	589	17.81	16.52	610	16.27	18.74	606	16.82	18.09	703	18.61	18.88	713	19.46	18.31
ECON & FINA	362	9.59	18.85	391	9.78	19.98	418	12.13	17.12	504	14.79	17.05	537	15.37	17.45
INFO	337	11.38	14.79	322	11.64	13.82	336	11.25	14.91	376	11.78	15.94	398	12.66	15.74
Average			16.54			17.40			17.19			17.87			17.38
Seidel School of Professional Studies															
ELED, ECED, EDUC	860	29.11	14.77	920	33.06	13.91	882	32.81	13.45	846	34.14	12.39			
Education Specialties													317	15.89	9.96
Teacher Education													507	18.76	13.51
PHED, EXSC, ATTR, HLTH	902	20.24	22.29	778	20.30	19.16	822	21.91	18.76	887	22.16	20.01	959	22.56	21.25
SOWK	306	11.91	12.85	383	11.39	16.82	389	11.52	16.87	381	13.41	14.21	409	14.20	14.40
Average			16.88			16.07			15.80			15.16			15.34
Institutional Average			16.10			16.14			16.08			16.01			16.60

Note: FTEs is calculated using student credit hours. FTEs is the sum of undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.

FTEF is calculated by dividing courses taught (including those taught by TA's) by expected load. Expected load varies, and this has been taken into consideration in the calculation of FTEF. Student to Faculty Ratio is calculated: FTEs divided by FTEF divided by 2 (brings full-year load to a semester equivalent).

Sources: FTEs is derived from SCH is from Annual Credit Hour Production, Fall Fact Book.

FTEF is derived from the Annual Faculty Workload Reports.

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status
Fall 2008

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	21	-	3	-	-	-	24	-
Female	25	-	1	-	-	-	26	-
Subtotal	46	-	4	-	-	-	50	-
Faculty¹								
Male	175	66	14	3	19	24	208	93
Female	144	147	7	4	20	32	171	183
Subtotal	319	213	21	7	39	56	379	276
Professional								
Male	80	1	2	-	1	-	83	1
Female	81	3	8	1	3	-	92	4
Subtotal	161	4	10	1	4	-	175	5
Teaching & Research Assistants								
Male	-	27	-	-	-	3	-	30
Female	-	27	-	1	-	5	-	33
Subtotal	-	54	-	1	-	8	-	63
Technical/Paraprofessional								
Male	26	1	1	-	1	-	28	1
Female	34	11	4	-	2	-	40	11
Subtotal	60	12	5	-	3	-	68	12
Secretary/Clerical								
Male	13	16	3	6	-	2	16	24
Female	97	43	20	8	1	3	118	54
Subtotal	110	59	23	14	1	5	134	78
Skilled Crafts								
Male	36	-	6	-	2	-	44	-
Female	1	-	-	-	-	-	1	-
Subtotal	37	-	6	-	2	-	45	-
Service/Maintenance								
Male	23	25	36	49	1	7	60	81
Female	11	50	52	140	4	8	67	198
Subtotal	34	75	88	189	5	15	127	279
TOTALS								
Male	374	136	65	58	24	36	463	230
Female	393	281	92	154	30	48	515	483
Grand Total	767	417	157	212	54	84	978	713

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach

(For informational purposes only...staff employees are reported in their primary occupational category above.)

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Male	15	-	-	-	-	-	15	-
Female	9	2	-	-	-	-	9	2
Subtotal	24	2	-	-	-	-	24	2

² "Other/Minority" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, American Indian, and non-resident alien) exclusive of African-American and White. Also included are 65 part-time employees with a race of unknown.

Source: EDS file as of November 1, 2008.

Table 2:

**Number of Employees by Occupational Category and Status
Fall 2004 - Fall 2008**

Category/Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2-Yr Change 2007-2008	% Change 2004-2008
Executive/Administrative							
Full-Time	52	54	51	49	50	2.0%	-3.8%
Part-Time	1	1	-	-	-	-	-
Subtotal	53	55	51	49	50	2.0%	-5.7%
Faculty							
Full-Time Faculty							
Tenured/Tenure-Track	265	265	269	296	304	2.7%	14.7%
Non-Tenure Track	49	58	68	67	75	11.9%	53.1%
Subtotal	314	323	337	363	379	4.4%	20.7%
Part-Time Non-Tenure Track Faculty ¹	180	171	152	168	276	64.3%	53.3%
Subtotal	494	494	489	531	655	23.4%	32.6%
Professional							
Full-Time	166	170	157	160	175	0	5.4%
Part-Time	9	3	4	4	5	-	-
Subtotal	175	173	161	164	180	9.8%	2.9%
Teaching & Research Assistants							
Full-Time	-	-	-	-	-	-	-
Part-Time	12	14	16	64	63	-1.6%	425.0%
Subtotal	12	14	16	64	63	-1.6%	425.0%
Technical/Paraprofessional							
Full-Time	23	31	51	59	68	15.3%	195.7%
Part-Time	7	8	4	7	12	-	-
Subtotal	30	39	55	66	80	21.2%	166.7%
Secretary/Clerical							
Full-Time	162	155	152	144	134	-6.9%	-17.3%
Part-Time	81	105	82	71	78	9.9%	-3.7%
Subtotal	243	260	234	215	212	-1.4%	-12.8%
Skilled Crafts							
Full-Time	41	42	41	42	45	7.1%	9.8%
Part-Time	2	-	-	-	-	0.0%	0.0%
Subtotal	43	42	41	42	45	7.1%	4.7%
Service/Maintenance							
Full-Time	128	122	119	116	127	9.5%	-0.8%
Part-Time	193	208	218	253	279	10.3%	44.6%
Subtotal	321	330	337	369	406	10.0%	26.5%
TOTALS							
Full-Time	886	897	908	933	978	4.8%	10.4%
Part-Time	485	510	476	567	713	25.7%	47.0%
GRAND TOTAL	1,371	1,407	1,384	1,500	1,691	12.7%	23.3%

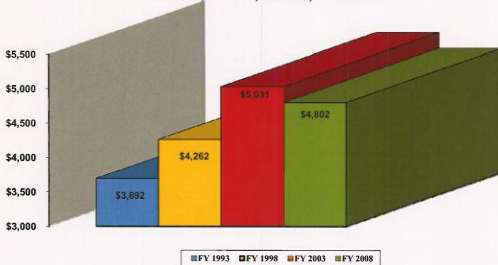
Notes: As of fall 2006, IPEDS' policy classified librarians as professionals.

Additional Part-time Faculty	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Administrative/Professional Staff who teach	33	26	27	26
(For informational purposes only...staff employees are reported in their primary occupational category above.)				

Source: EDS file as of November 1, 2008

Resources

**Salisbury University - State Appropriation per FTES:
FY 1993, FY 1998, FY 2003, and FY 2008**



Operating Revenue by Source: FY1993, FY2004 - FY2008



*Includes private gifts, transfers, investment income, an Federal/State/Local grants and contracts.

Source: Audited Financial Statements

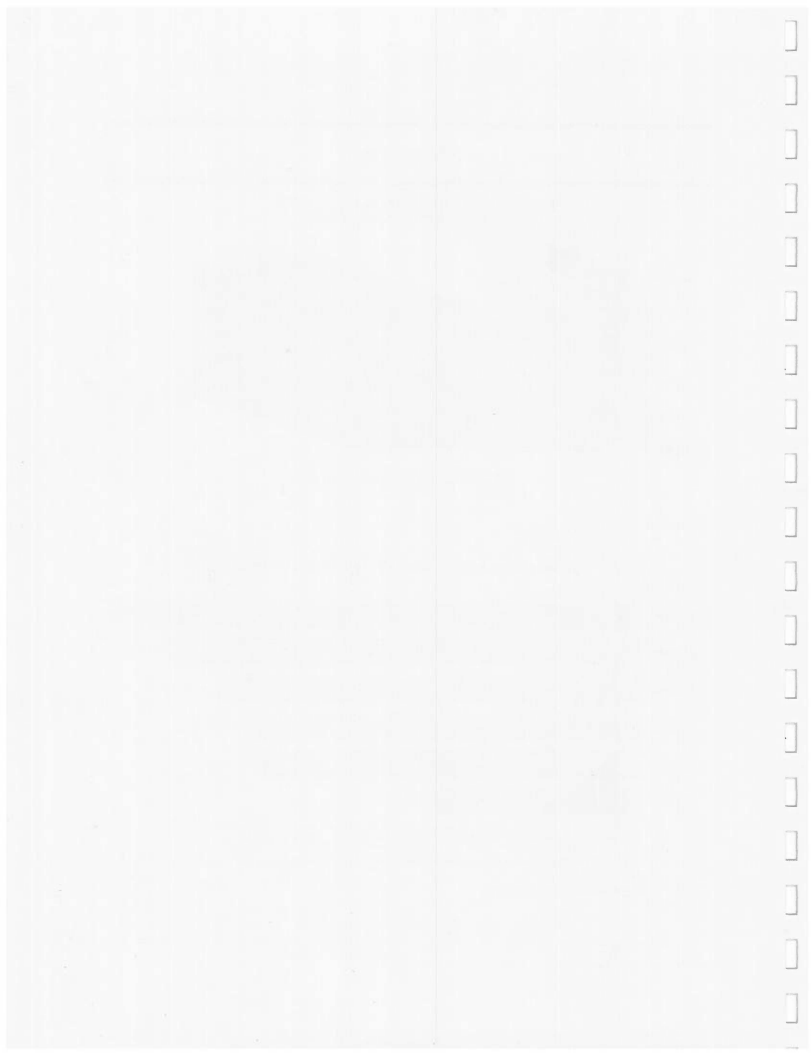


Table 1 :

Tuition and Fees

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr change
Resident Tuition and Fees- Full-Time							
Resident Tuition	\$4,134	\$4,546	\$4,814	\$4,814	\$4,814	\$4,814	16.4%
Resident Fees	\$1,430	\$1,430	\$1,562	\$1,598	\$1,598	\$1,678	17.3%
Resident Tuition & Fees	\$5,564	\$5,976	\$6,376	\$6,412	\$6,412	\$6,492	16.7%
Resident Tuition Increase	18.8%	10.0%	5.9%	0.0%	0.0%	0.0%	
Resident Fee Increase	1.4%	0.0%	9.2%	2.3%	0.0%	5.0%	
Non-Resident Tuition and Fees- Full-Time							
Non-Resident Tuition	\$11,022	\$12,124	\$12,492	\$12,708	\$12,902	\$13,116	19.0%
Non-Resident Fees	\$1,430	\$1,430	\$1,562	\$1,598	\$1,598	\$1,678	17.3%
Non-Resident Tuition & Fees	\$12,452	\$13,554	\$14,054	\$14,306	\$14,500	\$14,794	18.8%
Non-Resident Tuition Increase	18.2%	10.0%	3.0%	1.7%	1.5%	1.7%	
Non-Resident Fee Increase	1.4%	0.0%	9.2%	2.3%	0.0%	5.0%	
Room (Traditional double occupancy)	\$3,350	\$3,450	\$3,554	\$3,732	\$3,880	\$4,000	\$650
% Room Increase	1.5%	3.0%	3.0%	5.0%	4.0%	3.1%	19.4%
Board (19-meal plan)	\$3,550	\$3,600	\$3,378	\$3,514	\$3,724	\$3,798	\$248
% Board Increase	16.4%	1.4%	-6.2%	4.0%	6.0%	2.0%	7.0%
Total Tuition, Room & Board							
Resident	\$12,464	\$13,026	\$13,308	\$13,658	\$14,016	\$14,290	\$1,826
% Increase	10.9%	4.5%	2.2%	2.6%	2.2%	2.0%	14.7%
Non-Resident	\$19,352	\$20,604	\$20,986	\$21,552	\$22,104	\$22,592	\$3,240
% Increase	13.2%	6.5%	1.9%	2.7%	2.6%	2.2%	16.7%
Tuition and Fees Per Credit Hour							
Resident - Undergraduate	\$171	\$188	\$200	\$200	\$200	\$200	\$29
% Increase	20.4%	9.9%	6.4%	0.0%	0.0%	0.0%	17.0%
Non-Resident - Undergraduate	\$443	\$487	\$520	\$529	\$537	\$545	\$102
% Increase	19.7%	9.9%	6.8%	1.7%	1.5%	1.5%	23.0%
Resident - Graduate	\$215	\$244	\$249	\$260	\$260	\$270	\$55
% Increase	16.8%	13.5%	2.0%	4.4%	0.0%	3.8%	25.6%
Non-Resident - Graduate	\$455	\$500	\$535	\$546	\$556	\$566	\$111
% Increase	19.7%	9.9%	7.0%	2.1%	1.8%	1.8%	24.4%
Athletic Fee	-	-	\$13	\$13	\$13	\$14	\$14
Facilities Fee	\$4	\$4	\$23	\$25	\$25	\$25	\$21
Student Activities Fee (UG Only)	-	-	\$3	\$3	\$3	\$3	\$3
Student Recreation Fee	-	-	\$0	\$0	\$0	\$2	\$2
Technology Fee	\$4	\$4	\$4	\$4	\$4	\$4	\$0
University Center Operating Fee	-	-	\$7	\$7	\$7	\$7	\$7

Source: Salisbury University Tuition and Fee Schedule, SU Budget Office

Figure 1:

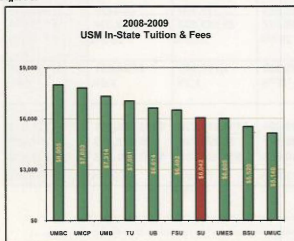
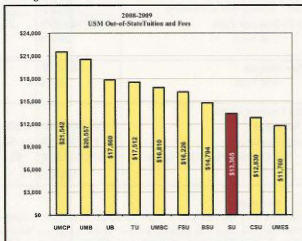


Figure 2:



Source: USM Website: "Schedule of Tuition and Mandatory Fees: FY '08".

Table 2: Operating Revenue by Source: Fiscal Year 2003 - 2007¹

Source	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total	FY 2006 % of FY Total	FY 2007 % of FY Total
Tuition and Fees	\$30,089,461	\$35,592,779	\$38,965,402	\$42,086,104	\$44,364,482
<i>Less: Scholarship Allowances²</i>	<i>3,407,261</i>	<i>4,321,100</i>	<i>4,708,318</i>	<i>4,994,599</i>	<i>5,476,096</i>
Net Tuition and Fees	26,682,200 33.6%	31,271,679 36.9%	34,257,084 38.5%	37,091,505 38.7%	38,888,386 37.1%
State Appropriations					
State	26,200,058	25,442,364	25,995,091	27,570,519	32,928,037
% of Total	29.2%	26.4%	25.7%	25.4%	27.5%
Federal Operating Grants & Contracts Federal Operating					
% of Total	3,816,767 4.3%	3,544,091 3.7%	3,335,379 3.3%	3,122,554 2.9%	3,492,980 2.9%
Other Operating Grants and Gifts					
Federal-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
State-Restricted	1,653,556	2,501,007	2,240,615	1,812,204	2,245,284
%	1.8%	2.6%	2.2%	1.7%	1.9%
State-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Private Gifts, Grants and Contracts:					
Restricted	507,612	473,830	208,338	361,816	760,436
% of Total	0.6%	0.5%	0.2%	0.3%	0.6%
Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Sales and Services of Educational Activities					
% of Total	238,942 0.3%	205,436 0.2%	606,467 0.6%	738,405 0.7%	330,872 0.3%
Sales and Services of Auxiliary Enterprises					
	26,492,252	27,965,788	28,669,488	31,302,748	33,592,544
<i>Less: Scholarship Allowances²</i>	<i>329,222</i>	<i>199,471</i>	<i>114,403</i>	<i>283,214</i>	<i>421,384</i>
Net Tuition and Fees	26,163,030	27,766,317	28,555,085	31,019,534	33,171,160
% of Total	29.6%	29.0%	28.3%	28.8%	28.1%
Other Sources					
% of Total	583,119 0.7%	695,309 0.7%	1,197,449 1.2%	1,724,051 1.6%	2,006,375 1.7%
Total Current Funds Revenues					
<i>Less Allowances</i>	<i>\$89,581,767</i>	<i>\$96,420,604</i>	<i>\$101,218,229</i>	<i>\$108,718,401</i>	<i>\$119,721,010</i>
	<i>\$3,736,483</i>	<i>\$4,520,571</i>	<i>\$4,822,721</i>	<i>\$5,277,813</i>	<i>\$5,897,480</i>
Net Current Funds Revenues	\$85,845,284	\$91,900,033	\$96,395,508	\$103,440,588	\$113,823,530
%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Audited Financials

¹This report runs a year behind due to federal reporting dates and audit timetables. More recent information is available from the Budget Office.

²IPEDS has changed reporting standards, and now "Tuition & Fees" and "Sales/Services of Auxiliary Items" are reported net of scholarship allowances.

Use the first line item in these categories for comparative purposes.

Figure 3:

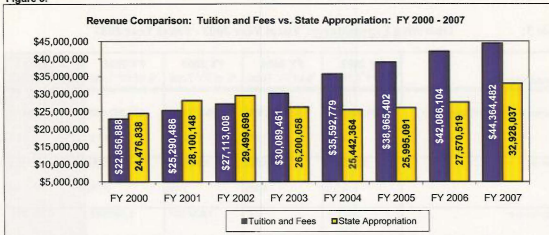


Figure 4:

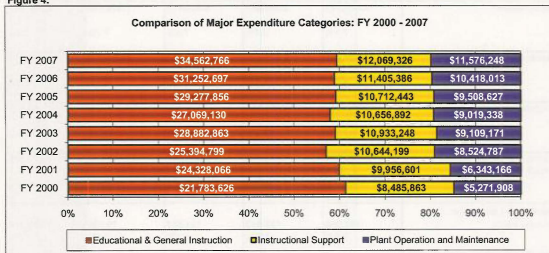


Figure 5:

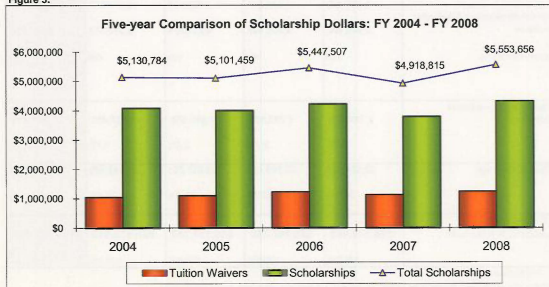


Table 3: **Operating Expenditures: Fiscal Year 2003 - Fiscal Year 2007¹**

Expenditures	FY 2003 % of FY Total	FY 2004 % of FY Total	FY 2005 % of FY Total	FY 2006 % of FY Total	FY 2007 % of FY Total
Educational & General Instruction	\$28,882,863	\$27,069,130	\$29,277,856	\$31,252,697	\$34,562,766
	32.5%	31.5%	32.5%	32.7%	33.4%
Research	3,857,334	3,559,886	2,164,516	1,872,457	1,211,028
	4.3%	4.1%	2.4%	2.0%	1.2%
Public Service	-	-	1,632,007	2,365,908	2,749,462
	-	-	1.8%	2.5%	2.7%
Academic Support	6,357,721	6,994,577	6,880,115	7,390,562	7,636,226
	7.1%	8.1%	7.6%	7.7%	7.4%
Student Services	4,737,215	4,375,043	4,049,715	3,893,368	4,406,913
	5.3%	5.1%	4.5%	4.1%	4.3%
Instructional Support	10,933,248	10,656,892	10,712,443	11,405,386	12,069,326
	12.3%	12.4%	11.9%	11.9%	11.6%
Operation and Maintenance of Plant	9,109,171	9,019,338	9,508,627	10,418,013	11,576,248
	10.2%	10.5%	10.5%	10.9%	11.2%
Scholarships & Fellowships²					
Restricted Funds	169,409	138,915	101,857	79,700	300,376
	0.2%	0.2%	0.1%	0.1%	0.3%
<i>Scholarship Allowances as reported in Operating Revenues³</i>	3,736,483	4,520,571	4,822,721	5,277,813	5,897,480
<i>Gross Scholarships and Scholarship Allowances</i>	3,905,892	4,659,486	4,924,578	5,357,513	6,197,856
Unrestricted Funds	n/a	n/a	n/a	n/a	n/a
	-	-	-	-	-
Non-Operating Expenditures and Reduction	2,318,439	1,785,155	1,968,656	1,632,451	1,360,282
	2.6%	2.1%	2.2%	1.7%	1.3%
Auxiliary Enterprises	22,574,043	22,363,454	23,857,351	25,262,470	27,729,866
	25.4%	26.0%	26.5%	26.4%	26.8%
Total Current Funds Expenditures & Deductions	\$88,939,443	\$85,962,390	\$90,153,143	\$95,573,012	\$103,602,493
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

¹This report runs a year behind because of the federal reporting date. For additional information, see the Budget Office.

²Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2002.

³IPEDS has changed reporting standards, and now "Scholarships & Fellowships" are reported net of scholarship allowances.

Use the "Gross Scholarships and Scholarship Allowances" line in these categories for comparative purposes.

Table 4: Office of University Research Services Funding Report

EXTERNAL GRANTS: FY 2008

	Total Submissions	Total Award Dollars	Total Cost Share	FY 08 Indirect Amount
Administration	\$1,520,179	\$70,297	\$0	\$6,391
Fulton	\$3,632,799	\$709,984	\$406,370	\$39,886
Henson	\$2,351,619	\$1,070,749	\$41,976	\$102,172
Perdue	\$3,156,877	\$754,593	\$474,706	\$99,084
Seidel	\$4,223,806	\$1,404,016	\$185,086	\$92,745
FY 2008 Totals	\$14,885,280	\$4,009,639	\$1,108,138	\$340,278

EXTERNAL GRANTS: FY 2003- FY 2008

	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08
Total Dollar Amount of Submitted Proposals	\$10,274,566	\$11,567,842	\$11,512,753	\$11,915,320	\$14,535,710	\$14,885,280
Total Award Dollars	\$4,474,367	\$4,730,622	\$3,533,527	\$3,846,811	\$3,686,936	\$4,009,639
Percent of Dollars Awarded (vs. Submitted)	44%	41%	31%	32%	25%	27%
Proposals Submitted (#)						
Administration	11	11	7	4	5	4
Fulton	14	16	17	28	20	25
Henson	38	45	48	50	37	45
Perdue	17	26	26	21	18	16
Seidel	27	36	30	29	34	35
Ward Museum	-	-	-	-	-	-
Total Submitted	107	134	128	132	114	125
Total Awarded	73	100	94	84	82	78
Percent Awarded	68%	75%	73%	64%	72%	62%
Principal Investigators* *unduplicated count						
Administration	11	8	3	4	6	4
Fulton	11	11	15	16	11	12
Henson	28	24	19	17	18	15
Perdue	3	6	5	6	5	5
Seidel	10	11	5	8	7	12
Ward Museum	-	-	-	-	-	-
Total	63	60	47	51	47	48
% of FT Faculty	21%	19%	15%	15%	14%	13%
Cost Share Committed on Total Awards	\$992,636	\$714,832	\$547,691	\$925,471	\$320,890	\$1,108,138
Cost Share as % of Total Awards	22%	15%	15%	24%	9%	28%

Source: SU's Office of University Research Services Annual Report, Fiscal Year 2008

PHYSICAL FACILITIES INVENTORY
WINTER 2009

Revised: 01-09-09

Table 5:

Line	Building Name	Id	Use	Year Built	Year Renovated	Total Square Footage	
						Assignable	Gross
1	Admissions Center	AD	Offices	1930	1998	4,337	7,700
2	Allenwood Center (Unit 300)	AW	Offices/Lab	Est. 1972	1999	1,724	1,863
3	Allenwood Center (Unit 400)	AW	Offices	Est. 1972	1999	1,158	1,863
4	Allenwood Center (Unit 500)	AW	Classrooms/Offices	Est. 1972	2002	2,208	2,911
5	Allenwood Center (Unit 600)	AW	Classrooms/Offices	Est. 1972	2001	3,063	4,042
6	Allenwood Center (Unit 700)	AW	Class Lab	Est. 1972	2000	815	939
7	Allenwood Center (Unit 800)	AW	Class Lab	Est. 1972	2005	852	964
8	Architectural & Engineering Ctr	AE	Offices/Lab	Est. 1950	--	1,208	1,535
9	Alumni House	AH	Alumni Support	1996	--	3,490	7,818
10	Athletic Storage Building	AS	Storage	1999	--	2,250	2,250
11	Athletic Team Building	AB	Sports/Maintenance	1984	--	2,178	3,403
12	BEACON House	BH	Offices	1943	1995	1,233	2,559
13	Blackwell Library	BL	Library	1958	1975	33,839	67,125
14	Camden House	CN	Offices	Est. 1940	2002	2,083	2,680
15	Carriage House	CG	Residential	1930	--	1,148	1,409
16	Caruthers Hall	CH	Classrooms/Offices	1955	2008	33,446	53,523
17	Center for Conflict Resolution	RC	Offices	1934	1994	1,410	2,917
18	Center for International Education	IE	Offices	Est. 1940	--	1,657	2,368
19	Chesapeake Hall	CP	Dormitory	1977	--	30,828	45,116
20	Chester Hall	CR	Dormitory	1974	--	32,291	48,118
21	Choptank Hall	CK	Dormitory	1972	--	32,135	48,118
22	Commons Building	CB	Dining Hall	1997	--	70,462	124,589
23	Devilbiss Science Hall	DH	Classrooms/Offices/Lab	1967	2003	40,373	61,932
24	Dogwood Village	DV	Dormitory	1985	--	20,225	26,880
25	East Campus Complex	EC	Classrooms/Offices	1989	2006	25,176	30,695
26	Foundation Center	FC	Offices	1925	2000	2,435	5,468
27	Fulton Hall	FH	Classrooms/Offices	1991	--	49,703	95,000
28	Fulton Hall Annex	FX	Class Lab	1991	--	410	560
29	Greenhouse	GH	Maintenance	1994	--	5,010	5,150
30	Grounds Storage Building	GS	Storage	1999	--	1,875	1,875
31	Heathly U	HU	Offices	Unknown	--	723	924
32	Henson Science Hall	HIS	Classrooms/Offices/Lab	2002	--	78,031	144,723
33	Holloway Hall	HH	Classrooms/Offices	1924	1976	64,193	118,127
34	Honors House	HO	Classrooms/Offices	1956	1994	3,590	3,946
35	Indoor Tennis Center	IC	Sports	1975	--	19,500	20,000
36	Maggis Annex	MX	Offices	1984	--	1,225	1,792
37	Maggis Annex "A"	MA	Offices	1951	2005	671	768
38	Maggis Physical Activity Center	MC	Classrooms/Offices	1977	--	52,730	113,904
39	Maintenance Building	MB	Maintenance	1980	--	19,495	24,949
40	Manokin Hall	MK	Dormitory	1964	--	13,612	21,735
41	Nanticoke Hall	NA	Dormitory	1968	--	23,222	36,290
42	PACE (Public Affairs & Civic Engagement)	PA	Offices	1947	1993	1,839	2,000
43	Philosophy House	PL	Classrooms/Offices	1928	--	1,958	3,340
44	Pocomoke Hall	PO	Dormitory	1967	--	13,599	21,735
45	President's Residence	PR	Residential	Est. 1930	1994	4,474	5,264
46	Regents Retreat	RR	Residential	Est. 1965	1996	1,080	1,080
47	Scarborough Leadership Center	SC	Student Organizations	2001	--	5,124	8,400
48	Seyern Hall	SV	Dormitory	1990	--	31,952	48,118
49	St. Martins Hall	SM	Dormitory	1986	--	42,824	54,205

PHYSICAL FACILITIES INVENTORY
WINTER 2009

Revised: 01-09-09

Line	Building Name	Use	Year Built	Year Renovated	Total Square Footage	
					Assignable	Gross
50	Storage Facility	SI Storage	Unknown	--	1,680	4,800
51	Student Art Center	SA Offices	1942	--	1,535	2,457
52	Support Services	SB Office/Warehouse	Est. 1960	2002	14,876	15,200
53	Teacher Ed & Technology Center	TE Classrooms/Offices/Labs	2008	--	93,840	162,283
54	University Analysis Reporting/Assmt.	UA Offices	1937	--	1,388	3,085
55	University Center	GC Student Act.	1988	--	36,126	72,718
56	University Center Annex B	GB Offices	1951	1980	695	768
57	University Fitness Club	UF Student Act.	1978	2008	11,517	15,034
58	University Police	UP Offices	1965	1992	4,429	6,050
59	Ward Museum	WM Museum	1992	--	21,000	30,000
60	Wicomico Hall	WI Dormitory	1951	1980	13,607	21,735
Total Footage					989,557	1,626,800
		Total square footage consisting of:				
		1) Auxiliary Enterprises (dormitories, student union, dining hall)			393,816	617,378
		2) State Owned			565,365	968,042
		3) Foundation Owned			30,376	41,380
Acres University Owned			152.39			

Glossary

Adjunct Faculty: Part-time, temporary faculty

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Annual Student Credit Hours (ASCH): The sum of fall and spring student credit hours.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippines, American Samoa, India, and Vietnam.

AY: Academic Year. The period typically defined by the fall and spring semesters and culminating with the immediate following summer sessions.

Black, Non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin). African-American is often used interchangeably with Black.

Budget FTES: The average of fall and spring FTES.

COOP: A student formally admitted at one USM institution through the Inter-Institutional Registration Program and taking courses for credit at another USM institution to complete his or her degree requirements.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Degree-Seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award.

First-Year Student: A student who has completed less than the equivalent of one full year of undergraduate work (30 semester hours).

FTES (Full-time Equivalent Student): The number of student course credits assumed to constitute a full-time load. That load is 15 credit hours for undergraduate students and 12 for graduate students.

FTEF (Full-time Equivalent Faculty): The number of faculty course equivalents assumed to constitute a full-time load. It is calculated by dividing the actual course equivalent by the expected course equivalent.

F/T (Full-time): The status of an undergraduate student registered for a minimum of 12 credit hours and a minimum of 9 credit hours for a graduate student.

FY: Fiscal Year. That period beginning July 1 and ending June 30.

Graduation Rate: The percentage of a given student cohort that completes the requirements to graduate within a given time period.

HBI: Historically Black Institutions

HBCU: Historically Black Colleges and Universities

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

In-State Student: A student who is a legal resident of the state in which he/she attends school.

Lecturer: The rank given to full-time non-tenured faculty.

Matriculated/Degree-Seeking Students: Students who have been formally admitted and enrolled.

MHEC: Maryland Higher Education Commission

MFR: (Managing For Results) A State of Maryland results-driven accountability process.

New Freshmen: Students enrolled in a higher education institution for the first time and having less than 24 student credit hours.

Non-Degree Seeking Students: Students who are taking 1 or more courses and have not been formally admitted to the University.

Nonresident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Non-Tenured Faculty: Non-permanent faculty. May be either full- or part-time. Part-time non-tenured faculty are often referred to as "adjunct" faculty.

Other: Referencing geographic origin, those students with permanent resident visas or who are US citizens with a foreign address.

Other Minority: Includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Out-of-State Student: A student who is not a legal resident of the state in which he/she attends school.

Percentage of Known Minorities: The number of American Indian, Asian, Black, and Hispanic students divided by the total number of students after first subtracting those students who do not report any race/ethnicity.

P/T (Part-time) The status of an undergraduate student registered for 11 or less credit hours or a graduate student registered for 8 or less credit hours.

Post-baccalaureate Student: A student who has earned a bachelor's degree and is enrolled in graduate or first-professional courses.

Race/Ethnicity: Categories used to describe groups to which individuals belong based more or less on distinct genetically transmitted physical characteristics. The categories do not denote scientific definitions of anthropological origins. Currently, a person may be included in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are:

- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White, non-Hispanic

Resident Alien: A person who is not a citizen or national of the US and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688) or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

SAT I: A college entrance exam required by many colleges and universities

SCH: Student Credit Hours

Tenured Faculty: Status of a faculty with respect to the permanence of position.

Tenure-Track Faculty: Faculty hired under a contract leading to permanence of position if/when earned.

Terminal Degree: Highest degree awarded in a particular field such as masters of social work, respiratory therapy, medical technology, fine arts, and a CPA/MA or MS. This naturally includes the doctoral degree.

Time to Degree: The length of time it takes students to complete degree requirements. This differs from the graduation rate since it only considers students who persist to completion.

Transfer Student: A student entering the University for the first time but known to have previously attended another postsecondary institution at the same level.

Unknown Race: People who have not identified themselves with any racial or ethnic group.

USM: University System of Maryland

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).